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Tool for Collecting Quality Data for Indicator B-13

(Developed by NSTTAC and DAC)

Indicator 13: 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)]

Purpose: To help SEAs establish a routine/process for collecting Indicator B-13 data that is both valid and reliable.

Part I: Collecting Valid Data

Definitions:

- “Validity has often been understood to refer to the extent to which something ‘measures what it is supposed to measure’” (OSEP Common Language Document, 3/09)
- “Validation” is “the process of checking if something satisfies a certain criterion” (OSEP Common Language Document, 3/09).

Step 1: Evaluate the validity of your measurement tool

Check the instrument used to collect B-13 data using the Options below. If you use either one of the NSTTAC checklists then your measurement tool is valid:

Option 1: Use an NSTTAC 1-13 checklist (reviewed by OSEP): SEE APPENDIX 1

Yes ___ or No ___ If yes, skip to Step 2.

Option 3: Use another checklist to collect data ___

1. If yes, use the checklist below to assess if at least the 8 required data elements are measured and recorded using your checklist. This review will help you evaluate if sufficient required data elements are measured for B13: (Yes=Data recoded; No=Data not recorded)
(a) Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? ___ (Yes/No)
(b) Is (are) the postsecondary goal(s) updated annually? ___ (Yes/No)
(c) Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment? ___ (Yes/No)
(d) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? ___ (Yes/No)
(e) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? ___ (Yes/No)
(f) Is (are) there annual IEP goal(s) related to the student’s transition services needs? ___ (Yes/No)
(g) Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? ___ (Yes/No)
(h) 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? ___ (Yes/No)
  i. If student has not met the age of majority, prior consent was obtained from parent ___ (Yes/No) or
  ii. If student reached age of majority, prior consent of the parent or student who has reached the age of majority) was obtained ___ (Yes/No)

2. Record the total number of data elements collected using “Other” checklist_________.

(b) If your measurement tool contains at least the 8 required items, then it is valid.

(b) If your measurement tool contains fewer than the 8 required data elements to measure B-13, we suggest you talk with your OSEP/MSIP contact to review your checklist/criteria to ensure it meets sufficient data collection criteria.

**Step 2: Report on the validity of your measurement tool in your SPP/APR**

If you are using the NSTTAC checklist, simply state that in your report. Consider supplementing your total I-13 percentage by reporting your data checklist item-by-item. Not only will this help identify the items in your checklist, but this will also help you identify areas for developing your Improvement Activities. If you are using another measurement tool, include a copy in your SPP/APR and report your data item-by-item.
Part II: Collecting Reliable Data (Interobserver Reliability)

Definitions:

- “Reliability refers to consistency of measurement” (OSEP Common Language Document, 3/09)
- “Verification” is defined as “to determine or prove something to be correct” (OSEP Common Language Document, 3/09)

Step 1: Decide on a method for calculating interobserver reliability

Calculate and report reliability using one of the following two Item-by-Item formulas:

Formula 1: \[
\text{IEP-by-IEP reliability} = \frac{\text{# IEPs agreed upon by both observers}}{\text{total # of items}} \times 100
\]

Formula 2: \[
\text{checklist item-by-checklist item reliability} = \frac{\text{# checklist items agreed upon by both observers}}{\text{total # of items}} \times 100
\]

Example 1 (IEP-by-IEP):

Using the IEP-by-IEP method, the two observers agreed on IEPs 1-8 (remember you can agree that the IEP was either Y or N), but did not agree on IEPs 9 and 10. Therefore, the reliability would be calculated as: \( \frac{8}{10} = 80\% \).

<table>
<thead>
<tr>
<th>IEP</th>
<th>Observer 1</th>
<th>Observer 2</th>
<th># of Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Y</td>
<td>Y</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Y</td>
<td>Y</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Y</td>
<td>Y</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Y</td>
<td>Y</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Y</td>
<td>Y</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>N</td>
<td>N</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>N</td>
<td>Y</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Y</td>
<td>N</td>
<td>0</td>
</tr>
</tbody>
</table>

Example 1 used the IEP as the unit of measurement. However, since I-13 includes eight items, reliability could be collected on each of the eight items on the checklist. This would allow you to see which items were the most and least reliable and probably the least well-defined or understood.

Example 2 (Checklist Item-by-Checkpoint Item):
Using the data below for IEP #1, Item-by-Item formula would be: Agree/Total, 7/8 = 87.5%*
Using the data below for IEP #2, Item-by-Item formula would be: Agree/Total, 6/8 = 75%*

By combining the data from both IEPs, the total checklist item-by-checklist item reliability for IEPs 1 & 2 would be: Agree/Total, 13/16 = 81.2%*

### IEP #1

<table>
<thead>
<tr>
<th>Item #</th>
<th>Observer 1</th>
<th>Observer 2</th>
<th># of Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>+</td>
<td>+</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>+</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>+</td>
<td>+</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>+</td>
<td>+</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>+</td>
<td>+</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>+</td>
<td>+</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>+</td>
<td>+</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>+</td>
<td>+</td>
<td>7</td>
</tr>
</tbody>
</table>

### IEP #2

<table>
<thead>
<tr>
<th>Item #</th>
<th>Observer 1</th>
<th>Observer 2</th>
<th># of Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>+</td>
<td>+</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>+</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>+</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>+</td>
<td>+</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>+</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>+</td>
<td>+</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
</tbody>
</table>

Example 3 (Checklist Item-by-Checklist Item):

Extending Example 2 to 100 IEP checklists, since observers used all 8 items on the NSTTAC I-13 Checklist, they compared checklist item-by-checklist item. In the 100 IEPs that they both reviewed, Observers 1 and 2 agreed on 732 of the 800 possible items. Therefore, 732/800 = 91.5%.*

*Guideline: Acceptable reliability percentages range from 80%-100%. If below 80%, there probably is a definition issue on one or more items in your checklist. If this were the case then a possible Improvement Activity would be to revise definitions items on the checklist and decide where the information should be included on the IEP.

**Step 2: Decide on a method for collecting interobserver reliability data**
While you could collect reliability data on all the IEPs that were reviewed to calculate data for your overall I-13 percentage, we suggest using a sample of 5-10% of all IEPs used. Your sample could be gathered by assigning each IEP a number and then choosing IEPs using a random numbers table, picking numbers from a hat, or by choosing every Xth IEP from the list.

The number of IEPs chosen to calculate your interobserver reliability on would depend on the total number of IEPs used to calculate your I-13 percentage. For example, if you used 500 total IEPs, 10% would be 50. To get 50 IEPs to collect your interobserver reliability data on, you could select 50 numbers from a hat, use a random numbers table, or chose every 5th IEP to review.

Also in this step, consider who will be the second observer and how a second observer will review the IEPs to gather reliability data. This should probably be a member of the State Department of Education or a trained designate. It is acceptable to use multiple observers so that the task does not depend on one person. For example, if a state trained multiple observers to collect I-13 data either on-site or electronically, each observer could also be required to act as the second observer on a set number (or percent) of IEPs that were reviewed by another observer.

**Step 3: Train your observers**

Many states have developed materials to train individuals to collect I-13 data, as well as teachers to write IEPs, that meet the requirements of I-13. Some examples are provided below:

- **Iowa:** Data collection team members receive training and pass three reliability checks; for more information contact Barb Guy at 515-281-5265 or Barbara.Guy@iowa.gov

**Example Training Materials**

1. *Indicator 13 Reliability Training:* This PowerPoint is designed to review Indicator 13 requirements, practice each critical element, and test for reliability. [SEE APPENDIX 2]

2. *Guide for Instructors of Indicator 13:* This guide provides an overview of the training process and materials needed. [SEE APPENDIX 3]

3. *Indicator 13 Practice Test:* This 20-item test is designed to measure trainer knowledge about I-13. [SEE APPENDIX 4]

4. *Checklist of 6 Critical Elements of IEPs:* This document lists the six critical elements for I-13 measured by Iowa. [SEE APPENDIX 5]
5. **Indicator B13 Data Collection Reference Sheet:** This reference sheet lists the critical elements for I-13 and states what information to look for in each element, as well as the likely location of the information in the IEP/file. [SEE APPENDIX 6]

6. **Information on Page B, D, and F of the IEP: Postsecondary Transition:** Provides the criteria for a yes or no response for each of the review questions for I-13. [SEE APPENDIX 7]

- **Delaware:** Training provided to state staff who conduct file reviews. Training is also conducted by state staff with each school district; for more information contact Dale Matusevich at 302-735-4310 or dmaturevich@doe.k12.de.us

**Example Training Materials**

1. **Indicator #13: Transition Services in the IEP Guidelines and Examples (August 2009):** This guide provides information and examples to help LEAs meet the requirements of Indicator 13. [SEE APPENDIX 8]

2. **Indicator #13: Quick Guide Examples (August 2009):** This document provides a set of examples for each of the required checklist list items using a sample IEP form. [SEE APPENDIX 9]

3. **Secondary Transition Requirements for Fall Audit:** This PowerPoint provides an overview of IDEA requirements related to Indicator 13, as well as examples and non-examples for checklist items. [SEE APPENDIX 10]

- **Colorado:** Colorado trains reviewers (retired SPED Directors) who then go to districts to conduct trainings on file reviews; for more information contact Maureen Wirth at 303-866-6885 or wirth_m@cde.state.co.us

**Example Training Materials**

1. **Tips for Meeting Indicator 13 Requirements:** This document provides key points and examples and non-examples for each of the eight Indicator 13 questions. [SEE APPENDIX 11]

2. **Indicator 13 Training and File Review Manual (Fall 2009):** This comprehensive document includes compliance tips, checklists, a PowerPoint presentation, pre/post quizzes, file review procedures, agendas for training, sample IEPs (both compliant and noncompliant), and administrative information for review team members; for a copy, please contact Barb Goldsby at 303-866-6695 or Goldsby_B@cde.state.co.us
- **Idaho:** Training provided by SDE regional staff to LEA administrators responsible for data collection; submitted data reviewed by SDE staff; have complete set of directions on how to collect B-13 data developed by content experts and teachers; training materials reviewed to ensure fidelity of content; for more information contact Jacque Hyatt at 208-332-6951 or jshyatt@sde.idaho.gov

**Example Training Materials**

1. *Secondary Transition Student (Ages 16-21) IEP Individual File Review Checklist:* This is the 20-item checklist used to review each student file. [SEE APPENDIX 12](#)

2. *Secondary Transition Student (ages 16 through 21 years) IEP Individual File Review Checklist, Directions for Use:* This document explains each of the checklist items reviewed. [SEE APPENDIX 13](#)

- **NSTTAC Materials**

  - This PowerPoint was used in a presentation in North Carolina. [SEE APPENDIX 14](#)

*Guideline: Acceptable reliability percentages range from 80%-100%. If below 80%, there probably is a definition issue on one or more items in your checklist.*

**Step 4: Collect your I-13 data and interobserver reliability data**

Based on the descriptions of data collection procedures provided in SPP/APRs, it appears that I-13 data are collected using one of two general processes, (a) the state department collects all the data or (b) LEAs collect the data and then the state verifies the data. Examples of each process are provided below:

* **Method 1: State department does it all**

- **Delaware:** State reviews a sample of 25 IEPs per district, or if a small district, all IEPs are reviewed; for more information contact Dale Matusavich at 302-735-4210 or dmatusevich@DOE.K12.DE.US

- **Utah:** I-13 data are collected using the electronic Student Record Review (SRR) program which is part of the Utah Program Improvement Planning System (UPIPS); all UPIPS team members, both USOE staff and contract reviewers, are required to attend an annual training before being part of an LEA validation visit; File reviewers, including USOE staff, receive additional training and must pass a performance test prior to being part of the team; USOE staff and contract reviewers also provide individual LEA training on the SRR
upon request; for more information contact Susan Loving at 801-538-7645 or susan.loving@schools.utah.gov

- **Colorado**: State contracts with reviewers (retired SPED Directors) and teams go to districts to conduct file reviews; for more information contact Barb Goldsby at 303-866-6695 or Goldsby_B@cde.state.co.us

**Method 2: LEAs collect then State verifies (all or sample)**

- **Iowa**: Data collection team members receive training and must pass three reliability checks at 75%; for more information contact Barb Guy at 515-281-5265 or Barbara.Guy@iowa.gov

- **Idaho**: State selects which IEPs get reviewed as part of the state monitoring process; training is then provided by SDE regional staff to LEA administrators responsible for data collection; submitted data reviewed by SDE staff; for more information contact Jacque Hyatt at 208-332-6951 or jshyatt@sde.idaho.gov

**Step 5: Report your interobserver reliability data**

In your APR, provide a brief description of your verification process (who and how); state type of reliability data collected (IEP-by-IEP or checklist item-by-checklist item); and give interobserver reliability percentage.

**APR Example 1**: XX’s verification process for collecting reliability data was as follows. First, we selected 15% (n=100) of all IEPs used from LEAs using a random numbers table. Next, two trained observers scored each IEP using our I-13 Checklist (included below). Finally, using the IEP-by-IEP formula, interobserver reliability was 85/100 = 85%, which is in the acceptable range.

**APR Example 2**: XX’s verification process for collecting reliability was as follows. First, we selected 10% (n=76) of all IEPs used by selecting every 10th IEP. Next, two trained observers scored each IEP using the NSTTAC I-13 Checklist. Finally, using the checklist item-by-checklist item formula, our interobserver reliability was 490/532 = 92.1% which is in the acceptable range.

**Part III: Writing I-13 APR Reports**

There are currently two checklists that have been developed to help states include all the information required for I-13 in their APR.

1. **B-13 Submission Checklist**. Developed by the North Central Regional Resource Center and available at: [SEE APPENDIX 15](#)

2. **A Checklist for Improving Your Annual Performance Report for Indicator 13**. Developed by NSTTAC and available at: [SEE APPENDIX 16](#)
3. The following table lists some states that, in our opinion, had APRs that included good examples of different parts within their APR:

<table>
<thead>
<tr>
<th>State</th>
<th>What NSTTAC Considered as Good Examples</th>
</tr>
</thead>
</table>
| Alabama (SEE APPENDIX 17) | • Explained Progress  
                          • Item by Item Analysis included  
                          • Included impact data on at least one IA |
| Indiana (SEE APPENDIX 18) | • Explained Progress  
                           • Item by Item Analysis included  
                           • Included impact data on at least one IA |
| Iowa (SEE APPENDIX 19) | • Reliability of data  
                           • Data disaggregated by age, race/ethnicity, gender  
                           • Item by Item Analysis included  
                           • IA tables includes:  
                             • Coding system of IAs  
                             • Measurable outcomes (impact data)  
                             • Status/Next steps |
| Washington (SEE APPENDIX 20) | • Item by Item Analysis  
                             • IA tables includes:  
                               • Coding systems of IAs |

### Part IV: A Suggested Timeline for Collecting I-13 Data

This timeline includes a set of suggested tasks that need to occur to collect quality I-13 data, as well as possible times to do each task. Please feel free to add tasks and adjust the timelines to meet your needs. SEE APPENDIX 21
APPENDIX 1

NSTTAC Indicator 13 Checklists A & B
**NSTTAC Indicator 13 Checklist Form A**
(Meets Minimum SPP/APR Requirements)

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))

<table>
<thead>
<tr>
<th>Question</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the goal(s) be counted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the goal(s) occur after the student graduates from school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes to all three, then circle Y OR if a postsecondary goal(s) is (are) not stated, circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is (are) the postsecondary goal(s) updated annually?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was (were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student’s file?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the transition services include courses of study that align with the student’s postsecondary goal(s)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is (are) an annual goal(s) included in the IEP that is/are related to the student’s transition services needs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was consent obtained from the parent (or student, for a student the age of majority)?</td>
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<tr>
<td>• If yes to both, then circle Y</td>
<td></td>
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<tr>
<td>• 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</td>
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<tr>
<td>• 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, circle NA</td>
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<tr>
<td>• If parent or individual student consent (when appropriate) was not provided, circle NA</td>
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</tbody>
</table>

Does the IEP meet the requirements of Indicator 13? (Circle one)
Yes (all Ys or NAs for each item (1 – 8) on the Checklist or No (one or more Ns circled)

Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC)
September, 2006; updated September, 2009
Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
   - Find the postsecondary goal(s) for this student
   - If there are appropriate measurable postsecondary goals that address *Education or Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school and if the identified postsecondary goal(s) in *Education or Training*, *Employment*, and (if applicable) *Independent Living* 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 there are postsecondary goals that address *Education or Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, but are not measurable, circle N
   - 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), circle N
   - If there is not a postsecondary goal that addresses *Education or Training* after high school, circle N
   - If there is not a postsecondary goal that addresses *Employment* after high school, circle N
   - If there is one postsecondary goal that addresses *Education or Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable, circle N

2. Is the postsecondary goal(s) updated annually?
   - If the postsecondary goal(s) for *Education or Training*, *Employment*, and as needed *Independent Living*, is (are) documented in the student’s current IEP, circle Y
   - If the postsecondary goal(s) for *Education or Training*, *Employment*, and as needed *Independent Living*, is (are) not documented in the student’s current IEP, circle N
   - 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

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 postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student’s needs, strengths, preferences, and interests regarding the postsecondary goal(s), circle Y
   - For each postsecondary goal, 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 the postsecondary goal(s), circle N
   - 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 regarding the student’s needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y
   - 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

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

For each postsecondary goal, if there is no (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objectives, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle N

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

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

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

   - 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
   - Do the courses of study align with the student’s identified postsecondary goal(s)? If yes, circle Y. If no, circle N

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
   - 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
   - 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
   - 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

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

   - Locate the documentation of 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. If no, 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?

   - 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, circle NA.
   - 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
   - If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y
• If a postsecondary goal area was addressed in item #1, but was not measurable and there is no evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N
• If it is too early to determine if this student will need outside agency involvement, circle NA

Does the IEP meet the requirements of Indicator 13?
• If all Ys or NAs for each item (1 – 8) on the Checklist, then circle Yes
• If one or more Ns are circled, then circle No
### 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))

<table>
<thead>
<tr>
<th>Questions</th>
<th>Education/ Training</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there an appropriate measurable postsecondary goal or goals in this area?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N NA</td>
</tr>
<tr>
<td>Can the goal(s) be counted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the goal(s) occur after the student graduates from school?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N NA</td>
</tr>
<tr>
<td>Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes to all three, then circle Y OR if a postsecondary goal(s) is (are) not stated, circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is (are) the postsecondary goal(s) updated annually?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N NA</td>
</tr>
<tr>
<td>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student’s file?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>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)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Do the transition services include courses of study that align with the student’s postsecondary goal(s)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Is (are) an annual goal(s) included in the IEP that is/are related to the student’s transition services needs?</td>
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<td></td>
<td></td>
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<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>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?</td>
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<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
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</tr>
<tr>
<td>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?</td>
<td>Y N NA</td>
<td>Y N NA</td>
<td>Y N NA</td>
</tr>
<tr>
<td>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: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</td>
<td></td>
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<tr>
<td>Was consent obtained from the parent (or student, for a student the age of majority)?</td>
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<tr>
<td>• If yes to both, then circle Y</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• 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</td>
<td></td>
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</tr>
<tr>
<td>• 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, circle NA</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• If parent or individual student consent (when appropriate) was not provided, circle NA</td>
<td></td>
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</tbody>
</table>

**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)

Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC)
September, 2006; updated September, 2009
Instructions for Completing NSTTAC Indicator 13 Checklist

9. 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 that address Education or Training after high school, Employment after high school, and (if applicable) Independent Living after high school and if the identified postsecondary goal(s) in Education or Training, Employment, and (if applicable) Independent Living 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 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), circle N for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses Education or Training 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 Education or Training after high school, circle N in that column
- 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 in that column
- 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 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 Independent Living after high school, circle NA for that column (If NA is circled for Independent Living for #1, please do not respond to questions in this column for questions 2 – 8.)
- If there is one measurable and appropriate postsecondary goal that addresses Education or Training, Employment, and (if applicable) Independent Living after high school, circle Y in each column
- If there is one postsecondary goal that addresses Education or Training, Employment, and (if applicable) Independent Living after high school, but it is not measurable or appropriate, circle N for each column

10. Is the postsecondary goal(s) updated annually?

- If the postsecondary goal(s) for Education or Training, Employment, and as needed Independent Living, is (are) documented in the student’s current IEP, circle Y in each corresponding column
- If the postsecondary goal(s) for Education or Training, Employment, and as needed Independent Living, is (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

11. 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

Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC)
September, 2006; updated September, 2009
• 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 (IL) postsecondary goal was noted as NA for #1, please do not provide an answer in the (IL) column.

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

• 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 area, 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 (IL) postsecondary goal was noted as NA, please do not provide an answer in the (IL) column

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

• 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.

14. 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 in the IEP related to the student’s transition services needs, 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.

15. 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

16. 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, 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 it is too early to determine if this student will need outside agency involvement, circle 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 each postsecondary goal included in the IEP are circled, then circle Yes
- If one or more Ns are circled, then circle No

Return to Step 1: Evaluate the validity of your measurement tool
APPENDIX 2

Iowa’s Indicator 13 Reliability Training

Note: These materials represent the previous version of I-13 and have been, or are the process of being revised based on the new definition.
Indicator B-13
Data Collector
Reliability

NW AEA
Iowa Department of Education
December 18, 2008

Agenda
- Review Indicator 13 Requirements
- Practice Each Critical Element
- Preferences and Interests
- Transition Assessment
- Post-secondary Expectations
- Course of Study
- Annual Goals
- Services and Activities
- Test for Reliability

OSEP State Performance Plan (SPP)
- States must report on 34 indicators*
  (20 for Part B and 14 for Part C)
- Two indicators (I - B13 and I - B14) address transition
  *(Iowa has grouped the indicators into 5 questions)

Content of the SPP
Each Indicator has a section that includes:
- Description/overview of process for data collection
- Baseline data & discussion
- Measurable and rigorous targets (6 years)
- Improvement activities, timelines, resources

Indicator 13 reads:
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

OSEP Indicator 14
Percent of youth who had IEPs and are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
DATA COLLECTION CYCLE

The data collection cycle is an ongoing process in which AEs and LEAs gather data and use it for school improvement.

6 Critical Elements FFY05-07

Interests and Preferences

Transition Assessment

Transition Assessment - FFY 2007 AEA12

Transition Assessment - FFY 2007 AEA12
6 Critical Elements to Determine Indicator

1. Student preferences and interests
2. Age appropriate transition assessments
3. Post-secondary expectations for living, learning and working
4. Course of study
5. Annual goals
6. Services and supports

Data Collection
- Collected during district SPED self-assessment (review of 6 elements)
- IEPs of transition age youth
- Using a 95% confidence level
  - Age groups with 30 or less = population

CE1: Preferences and Interests
- Preferences vs. Interests
- Must be the student’s
- Should be at top of Page B
- May be found in other places on Page B (or anywhere else in the IEP)

CE1: Sample
Nate is a quiet student but does volunteer comments when called on. He likes to listen to music, has a good sense of humor, is creative and does a good job of handing in assignments. He has the potential to be a positive role model if he chooses to work on that.

CE1: Practice 1
Jane is friendly and has a good sense of humor. She likes watching movies and making craft items. Jane likes quiet environments, organizing things, and helping others.
**CE1: Practice 2**

Matt is a great joy to have in class. He has a great sense of memory and ability to use his thinking skills. He has a great sense of humor and is continuously making those around him smile. Matt’s social skills have improved greatly in the past year. He is making more friends and participating in activities with peers outside of the classroom without assistance. Matt is able to monitor his blood sugars and the times that he needs to be checked.

**CE1: Practice 3**

In school, Matt prefers a work routine with expectations clearly outlined and a quiet environment in which to work. He enjoys his school work and will choose work over free time. He prefers to receive instruction one on one rather than in a group. He enjoys talk radio. He prefers being with adults rather than with his peers. He works best with very positive, upbeat people.

**CE1: Practice 4**

Mike’s strengths include his great sense of humor, his desire to do well and to please the adults with whom he works. He has a good memory in general, and specifically a strong visual memory. He likes having jobs to do. At home, he empties and fills the dishwasher, while at school, he launders and folds towels for the cafeteria.

**CE1: Practice 5**

Rick is smart. He is musical, plays basketball, and is very outgoing. Rick can get along well with others. Rick wants to graduate from high school, obtain a job, and attend college.

**CE2: Transition Assessment**

Must have data in each area of PSE (living, learning, and working) that is:

- Informal or formal
- Sufficient to determine student’s needs for the post-secondary area
- Identifies strengths/needs for that area

**CE 2: (cont'd)**

The assessment information for EACH area MUST include:

1. Specific data (e.g., percents, skills observed)
2. Method/source of the data (e.g., observation, interview, assessment name)
3. Enough data to determine that the post-secondary area has been assessed
### Assessing the PS Area

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>PSE: Living</th>
<th>PSE: Learning</th>
<th>PSE: Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int/Prefer</td>
<td>Community</td>
<td>Format/Inform</td>
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<td>Study Skills</td>
<td>Work ethics</td>
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<tr>
<td>Critical Thinking</td>
<td>Decision Making</td>
<td>Application of Knowledge</td>
<td>Adaptability to new tasks</td>
</tr>
</tbody>
</table>

### Locating Transition Assessment Information

- Look 1st on Page B: "Transition Assessments..."
- Other Places to look on Page B:
  - Other information
  - Effect of disability
  - PSE expectations
  - Course of study (rarely)
- May also be on Goal Page
- Current academic achievement, functional performance or baseline
- Will probably need to look many places
- Needs to show evidence that team is linking it to areas of PSE

### CE2: Sample

**Living information sources:** Parent and student interview

Living results: Matt wants to live in a group home.

Learning information sources: Edmark Reading administered in June of 2006.

Learning results: Matt is reading from the Edmark Reading Level 2. Level 2 extends learning by teaching an additional 200 words, plus compound words and students can attain a reading level of 2.0 - 3.0. He has mastered 126 words from Level 1 and 100 words from Level 2. On Matt’s last review he scored 98% accuracy.

Matt’s skills in the area of reading, math, and self-care limit his ability to independently participate in general curriculum activities.

### CE2 Sample Continued

**Working information sources:** Teacher interview; Edmark Functional Words

Working results: Matt is reading Job/Work Words from the Edmark Functional Words Series. He has mastered 14 words and scored a 90% on his last test. He needs significant modification of the general education curriculum and specialized instruction in functional skills to achieve his post-secondary living, learning, and working.

### CE2: Practice 1

**Living information sources:** Conversations with Mike

Living results: Mike doesn’t know where he wants to live after high school although he might want to live with his cousin in town.

Learning information sources: Teacher interview

Learning results: Mike participates in a functional curriculum with emphasis on work skills.

### CE2: Practice 1 Continued

**Working information sources:** The Edmark Severson Transition Rating Scale

Working results: Mike enjoys CEI and generally demonstrates safe and appropriate behavior while in the community. When in the community, Mike independently completes 5 of 19 skills on attached checklist. Mike has not visited work sites for purpose of career exploration. Currently his strongest performance in terms of transition is in rec/leisure while the social/vocational is the weakest performance area.
CE2: Practice 2

Living information sources: Interview with Jane and her mother on January 8, 2007, by school social worker.

Living results: Jane and her mother would like her to be able to live in a community-based apartment where she is supervised on a weekly or biweekly basis. At this time, Jane can cook simple meals, clean and do laundry. She maintains a checking account with help from her mother. She can solve 1 step calculations but will need to solve 2 step problems for adult living.

Learning information sources: ITED, math assignments

Learning results: Jane can solve real life math story problems that involve 1 step calculations. ITED scores for computation were at the 8th percentile and MIALT score was 184 (RIT) with peers scoring 246 (RIT).

CE2: Practice 2 Continued

Working information sources: Interview with Jane and results of Choices program completed on January 13, 2007; interview with current job coach.

Working results: Jane has a variety of job interests, including working in a library, that she has identified. She can explain skills needed for two office jobs and also for jobs in the area of child care. Jane could benefit from participating in job shadowing opportunities in order to begin to generalize learned skills into the workplace.

CE2: Practice 3

Living information sources: Interview with Nate, Nate's parents and special education teacher; observations at home.

Living results: Nate is able to function independently to meet the needs for living in the community. He is able to live in an apartment with a roommate after high school. He has a driver's license and can access community resources, cook, clean his own laundry, take care of personal hygiene and manage his checking account.

Learning information sources: ITEDs taken in spring of senior year; special and general education teacher interviews; school records.

Learning results: His ITED scores in math and reading show no discrepancy between Nate’s performance and that of his peers. His classroom work is generally of passing quality; however, Nate does not keep track of his grades. He has a working knowledge of social skills yet cannot adapt to new situations without often being overwhelmed. As a result, his GPA is currently 1.15. A higher GPA will be needed for Nate to pursue his post-secondary expectations of attending college.

CE2: Practice 3 cont’d

- Working information sources: transition inventory; career interest inventory; interview with Nate and current employer.
- Working results: Nate knows he is interested in going to a vocational or technical school and is interested in the fields of auto body/mechanics. Being a factory worker, working in a greenhouse or possibly welding. Nate has worked at a local nursery for the past year. On the job, he will need to be able to get along better with others, complete tasks on time, be a positive part of the group, and be aware of time management.

CE3: Post-Secondary Expectations (PSE)

Must be one for each PSE area: living, learning, working.

EACH PSE must:
- Project beyond high school
- Be observable
- Be consistent with available assessment information
- Be located in the appropriate spot on IEP (*Based on . . . Describe the PSE)

CE3: Sample

PSE for Living: Jane will live in a supervised apartment.

PSE for Learning: Jane will participate in community education activities.

PSE for Working: Jane will work in a library with the assistance of a job coach.
CE3: Practice 1

PSE for Living: Mike will live with family members or in a supported living situation.

PSE for Learning: Parents expect Mike to continue learning through opportunities presented by family and community resources.

PSE for Working: Mike thinks he could live off his social security payments without having to work.

CE3: Practice 2

PSE for Living: Matt plans to move into a group home.

PSE for Learning: Matt and his parents would like to see Matt become as independent as possible with his lifelong interest in learning through community activities.

PSE for Working: Matt and his parents want to see Matt as a productive member of the community based on his abilities and interests. It is anticipated that Matt will initially be in a supported work setting.

CE3: Practice 3

PSE for Living: Nate wants to live in an apartment with friends.

PSE for Learning: Nate is interested in attending a vocational or technical school after high school.

PSE for Working: Nate would like to work with his hands perhaps working in auto body, as a mechanic, in a factory, or as a welder.

CE4: Course of Study

- Is subjective
- Must:
  - Project from current IEP to time student leaves high school
  - Be based on the individual’s needs
  - Specify those courses and activities the student will need to pursue PSE
- The state of Iowa expects it to also include:
  - Requirements for graduation
  - Current status with regard to requirements
  - Target graduation date
  - Courses and activities needed to pursue the PSE by graduation date

CE4: Sample

- Requirements: Rick is taking electives to help develop skills for future work and living environments.
- Status: Rick has earned 25 credits.
- Target graduation date (mo/yr): Rick plans to graduate on schedule with his peers in May, 2009.
- Text and activities: He is receiving resource support to help him strengthen his problem solving skills. Rick is also taking electives to help develop skills for future work and living environments.

CE4: Practice 1

- Requirements: Ernest will be required to complete 40 credits in order to graduate.
- Status: Ernest is an eighteen year old senior with 30.5 credits earned towards the 40 required to meet graduation criteria.
- Target graduation date (mo/yr): Upon successful completion of the above-mentioned graduation criteria, Ernest will graduate in January of 2009.
- Text and activities: Ernest will need to successfully complete one credit of Government, Economics, and Physical Education and six and a half elective credits. His senior benchmark (portfolio) will also be required. Ernest can either schedule its completion with his advisor or return in May to complete it. This is with an additional semester due to his lack of attendance first semester of his junior year.
CE4: Practice 2

- Requirements: Anita needs forty high school graduation credits as well as the completion of her senior portfolio in order to receive a diploma. She must complete five credits of math, five credits of English, complete her IEP goals. Anita may have to attend Alternative High School in order for this to take place.
- Status: With the 25 credits she now has, and if she passes the previously mentioned classes, Anita will have 71 credits at the end of the 1st semester.
- Target graduation date (mo/yr): Anita is expected to graduate with her peers.
- Courses and activities: Currently Anita is taking the following required and elective classes: Economic Studies, Life and Leisure Activities, Biology Studies, Government Studies, English 12 Studies, and Jewelry.

CE5: Measurable Annual Goals

- All goals must support pursuit of post-secondary expectation(s) (PSEs)
- All goals must meet the requirements of a well written goal
- If there are no goals for a specific post-secondary area (living, learning, working) rationale is supported in the PLAAFP on page 3

CE5: Sample

(PSE
Living-Sees himself moving west (to go to school) living on his own, perhaps with a girlfriend...
Learning-Student anticipates going to culinary school...
Working-to complete culinary school, become a chef.

1. Given a modified math curriculum, Andy will demonstrate increased math computational skills for application problems.
2. In 36 weeks, given an English writing assignment, Andy will demonstrate increased clarity in his writing by receiving a score of 3 or more on the district writing rubric.

CE5: Practice 1

(PSE
Living-Jane will live in a supervised apartment.
Learning-Jane will participate in community ed activities.
Working—work in a library...with...Job coach.

1. Given 2 step real life story problems involving add., sub., multi., Jane will use a calculator and solve with 90% accuracy by the end of the first semester.
2. After silently reading instructional level text, Jane will retell the story including main idea, details, sequencing and a summary; she will score at least 12 points on each retell opportunity by the end of the 1st semester.

CE5: Practice 2

(PSE
Living-Live in own apartment
Learning—become an auto mechanic
Working-own garage (as certified auto mechanic)

1. Complete a writing sample to include correct paragraphs, punctuation, spelling and grammar with 20 out of 24 points as scored on the attached writing rubric.
2. Will compute 80% digits correct on 4th grade mixed math probe.
3. Will score 95% on the attached behavior monitoring sheet.

CE5: Practice 3

(PSE
Living-move into a group home
Learning-become as independent...w/...interest in learning through community activities.
Working—initially, in a supported work setting.

1. Given reading material at his reading level, Matt will read and comprehend with 85% accuracy. (living, learning)
2. Given a functional math curriculum, Matt will complete with 85% independence. (living, learning)
3. Given a Job Site Assessment/Rubric, Matt will score with 80% accuracy.
CE5: Practice 4

(PSE
Living-with family...or in a supported living situation.
Learning—opportunities by family/community services.
Working—Mike thinks he can live off his SS...with no work.)

1. After reading a short level 3-4 story with a career exploration topic to an adult, Mike will demonstrate increased skills by responding to who, what, when, where, why questions with 70% accuracy by 3/08.

2. Mike will demonstrate increased independence in the community by routinely completing 15 out of the 19 skills outlined on the attached checklist by 3/08.

CE6: Supports, Services, Activities, Linkages

Must consider:
- Post-secondary Expectations
- PLAAFF information
- Course of Study
- Annual Goals

Then determine if services and supports are appropriate and sufficient for the duration of the IEP.

CE6: Supports, Services, Activities, Linkages

Look for:
- Descriptive statements.
- All identified needs are addressed in IEP.
- For every box checked ‘yes’ review the goals, services and activities to make sure that service and supports are appropriate and sufficient for the duration of the IEP.
- For every box checked ‘no’ make sure there is enough data in the IEP to justify no need at this time (may be a future need).

Sample and Practices

- See handouts

Reliability Tests

- Every data collector will need to reach 75% reliability on 3 different tests.

http://webct.iowa.gov/

- User ID is firstname_lastname
- Password is learn
APPENDIX 3

Iowa’s Guide for Instructors of Indicator 13

Note: These materials represent the previous version of I-13 and have been, or are the process of being revised based on the new definition.
Guide for Instructors of Indicator B13

The overall purpose of the Indicator B13 Training is to ensure that Iowa students with disabilities receive the services and supports necessary to pursue their post-school expectations. Specifically, the training provides a uniform definition of secondary transition services to be applied for every student age 14 and older who receives special education services in Iowa. It is primarily intended for Area Education Agency (AEA) and Local Education Agency (LEA) staff who are involved in the development and review of secondary Individual Education Programs (IEPs).

Successful training participants will be able to review three IEPs with at least 75 percent accuracy. Participants who are able to achieve this level of reliability will also be certified to collect data for OSEP Indicator B-13. The purpose of the training, however, is not just to increase the number of IEPs that meet compliance standards (which has been low). Instead, through the information presented in this training, we hope to better integrate transition into rigorous, relevant educational secondary experiences. Specifically, upon successful completion of this course, participants will be able to:

1. Identify and describe the six critical elements of transition.
2. Determine the presence/absence of the six critical elements of transition in an IEP with at least 75% reliability.
3. Describe OSEP Indicator 13 and Iowa’s approach to data collection.

Overview of Training Materials

The materials provided here are intended for people who will be instructing others in the Six Critical Elements of Secondary Transition. The instruction may be for the purposes of improving practice, collecting Indicator B13 data, or both. Instructors should be those people who have previously been certified and collected B13 data.

The Guide for Instructors continues with a rough outline of procedures that Indicator B13 instructors will need to complete. Other materials that instructors will need include:

- **Ind 13 Reliability Training** (PowerPoint presentation). This file contains slides for a face-to-face training on Indicator 13 and Iowa’s Six Critical Elements of Transition. It includes training notes and hints for instructors.

- **IEP Reliability Checks**. Two IEPs are provided for review and practice. Another seven IEPs are provided for participants to review and achieve reliability. Electronic files are provided for each of these IEPs and are numbered accordingly. The files can be found in the folder Practices & Tests.

- **Response Sheet ’07-’08**. This file contains the items from the Special Education File Review that pertain directly to secondary transition. These are the same questions that will be answered and entered into I-STAR during the district’s record and file review.

- **AEA Certified Data Collectors**. This Excel file includes the names of those people in your AEA who are on record with the Department of Education as certified to collect Indicator B13 data. These names appear on the worksheet entitled “State ’05-’07 CDC”. (CDC stands for Certified Data Collectors). The second worksheet entitled “AEA ’07-’08 CDC (new)” is provided.

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as a place to record newly certified data collectors and their respective scores. The first entry in this file is provided as a sample. There is no need to enter names on both worksheets.

*Reference Sheet.* This Word document is a handy reference for data collectors. It identifies the criteria for each of Iowa’s Six Critical Elements of Transition. It also includes probable locations for each of the elements.

*Hints for WebCT Instructors.* This Word document provides instructions and hints for those who will be teaching the on-line web course.

*Instructor Evaluation of Training Materials.* Also attached is an evaluation form for instructors to provide feedback to the Department of Education. Opportunity is provided for instructors to rate the quality and relevance of the materials, as well as make improvement suggestions and request additional supports.

*Iowa Model for Transition Assessments Matrix.* This document is provided as support to discussion regarding transition assessments. An abbreviated form of the matrix is provided in the PowerPoint presentation. The information provided in the document represents the work of the State Workgroup on Transition Assessments. Look for a web tool with more detailed information to be available late fall, 2007

*INSERT FEEDBACK FILES*
Procedures for Instructors

1. Determine training format.

Quality professional development should include multiple opportunities for learning, application, and guided feedback. There are many different strategies to make sure these opportunities are available for participants and the materials provided here can be used in any number of ways. Instruction can be provided in-person, through the use of an online course, or a combination of the two. They can be provided in an intensive workshop with follow-up activities or over a series of smaller sessions.

To select the most appropriate training format, instructors should consider the purpose of the training, the preferred learning styles of participants, the time available for training, and the geographical locations of participants. The webcourse is the most practical approach to training when participants are scattered across a large area and have different availabilities. To be most successful, however, participants must be familiar with online learning and use the discussion boards available to them. If this approach is selected as the sole training format, the instructor will need to monitor the course closely and may need to solicit contact with participants (see *Hints for WebCt Instructors* for more details).

Face-to-face, in-depth training with follow-up activity is the most common format used to certify people to collect Indicator B13 data. In this format, the PowerPoint presentation is used to provide the information relative to Iowa’s Six Critical Elements of Transition. Following the dialogue, participants review the provided IEPs until they achieve reliability on three IEPs. Reliability is achieved when the participant reaches at least 75% agreement. A typical follow-up activity is to apply the scoring criteria to a local IEP.

When the purpose of the training is to improve practice and time is not an issue, it is more effective to provide instruction across several sessions. Each session could center on one or more of the Critical Elements, with time for application between sessions. Logistically, Critical Element 1: Interests and Preferences could be combined with Critical Element 2: Transition Assessments. Because there is a lot of instructional information in the area of transition assessments, it is not recommended to combine Critical Element 2 with any of the other critical elements.

Another effective format is to combine the face-to-face format with the WebCT course. Effective combinations have included group instruction using the PowerPoint presentation and reliability certification using the WebCT course. The reliability certification can be done either at the end of the face-to-face training or on the learner’s own time following the training. If the latter is selected, there are two recommendations for instructors. First, have all the participants complete at least one practice IEP review before ending the face-to-face instruction. This will make it easier to identify any unlearned concepts and provide opportunity to address them. Second, set a date and time by which participants must complete their certification process. Try to select a date that is not too far in the future so that participants have opportunity for application shortly after the training.
2. Schedule training.

Instructors must consider several factors when scheduling the training, including the instructional format and plans for collecting the Indicator B13 data. Instructors should allow four hours if the format is to be face-to-face with follow-up activities. The first two to two-and-a-half hours are spent covering the information in the PowerPoint presentation. The time it takes participants to become certified immediately following the PowerPoint presentation varies by individual but generally takes no more than an additional 2 hours. Many participants will reach reliability in less than two hours. Many AEAs have scheduled to begin collection of Indicator B13 data immediately following the training. They arrange to have district IEPs available for participants to review once they have become certified. Make sure to have computers available to enter data into I-STAR, if this is the schedule you choose.

If you choose to do all or part of your instruction using the WebCT, you will need to contact the webmaster to set up the course for you. Darrell Fremont is the Iowa Department of Education webmaster responsible for establishing the courses. He will need to know the name of the instructors and the names of the participants in order to set up the course. Darrell can be reached at: (515) 242-6009 or Darrell.Fremont@iowa.gov For more details on teaching a WebCT course see the document Hints for WebCT Instructors.

Some instructors have chosen to use the WebCT course as a tool during the face-to-face training. If you chose to do this, you will need to schedule the training at at place where computers will be available to participants.

3. Prepare materials and provide training.

The PowerPoint presentation provides some notes to support instruction. The notes section of the PowerPoint also includes instructional hints where concepts have proven difficult for participants. If you would like more information, further details for each Critical Element can be found in the Lessons section of the WebCT course. If you have questions about any of the content, please contact Barbara Guy (see below for contact information).

Before using the PowerPoint, you should decide if you want to include the state and AEA data slides and delete those that are not needed. You will also want to add the location of the training to the first slide.

Several handouts are necessary for the training and a few are optional. Each participant will need:

- 1 copy of the Reference Sheet (recommended to be printed on colored paper of heavy stock),
- 1 copy of each practice and test IEP (n = 9)
- 10 copies of the Response Sheet (only 1 copy needed if participants will be using the WebCT to become certified)
Optional handouts include:
- Checklist of 6 Critical Transition Elements of IEP
- 1 copy of the Iowa Model for Transition Assessments Matrix
- State Sample IEPs (available 10-07)

You will also need copies of the key to the practices and tests. You may use these to correct each participant’s responses or you can use them to have participant’s self-correct their responses. The rationale for each score is available in INSERT NAME.

If you will be collecting district data following the training, you will need to arrange to have student IEPs available for review.

If you are teaching a WebCT course you will need to monitor student participation and discussion. Please refer to the document Hints for WebCT Instructors.

4. Record reliability scores and report certified data collectors to Department of Education

In order to be certified to collect Indicator B13 data, participants must achieve at least 75% reliability on three IEPs. This means they may miss up to four questions on one IEP review. If the practices were done independently (rather than through group discussion) and a reliability score of 75% or greater was achieved, then that IEP may be counted as one of the three necessary for certification. This option is not available in the WebCT course.

Participants may review as many of the provided IEPs as necessary to achieve reliability. Practices may be retaken as many times as desired. A participant, however, may only take each Reliability Test IEP once.

Record reliability scores in the attached document, AEA Certified Data Collectors. Once it is completed please email it to Barb Guy. The WebCT course automatically records the scores that participants receive on each test. Therefore, there is no need to reenter participant’s scores in the Excel file if you use the WebCT course for certification. Simply inform Barb Guy at the Department of Education when the course is completed and she will download participants’ scores.

5. Support Information

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<th>For I B13 Content:</th>
<th>For Web Tech Support:</th>
<th>For I-STAR Support:</th>
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<tr>
<td>Barbara Guy</td>
<td>Darrell Fremont</td>
<td>Karen Martens</td>
</tr>
<tr>
<td>(515) 281-5265</td>
<td>(515) 242-6009</td>
<td>(515)281-6336</td>
</tr>
<tr>
<td>direct line</td>
<td><a href="mailto:Darrell.Fremont@iowa.gov">Darrell.Fremont@iowa.gov</a></td>
<td>Karen.martens[ed].iowa.gov</td>
</tr>
<tr>
<td>(515) 281-7143</td>
<td></td>
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<tr>
<td>secretary</td>
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<td><a href="mailto:Barbara.guy@iowa.gov">Barbara.guy@iowa.gov</a></td>
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APPENDIX 4

Iowa’s Indicator 13 Practice Test

Note: These materials represent the previous version of I-13 and have been, or are the process of being revised based on the new definition.
Indicator 13 Practice Test

Indicate Practice or Test and the number: ______________________________

The format of the practices and the tests reflects the questions and response criteria used during a district’s self-assessment data collection.

**Question 1 (T20)  (points)**
Does the IEP include the student's preferences or interests?

- a. Yes-Preferences or interests of the student are listed. (Interests= things that evoke curiosity. Preferences= things chosen over others.)
- b. No-No listing of interests or preferences, or items listed are not the student’s.

**Question 2 (T21a)  (points)**
Does the IEP document that the post-secondary area of living has been sufficiently assessed and information used as basis of transition planning?

- a. Yes-Specific data related to the student’s living skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of living as it relates to student’s post-secondary expectations for living was done.
- b. No-No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of living has been assessed.

**Question 3 (T21b)  (points)**
Does the IEP document that the post-secondary area of learning has been sufficiently assessed and information used as basis of transition planning?

- a. Yes-Specific data related to the student’s learning skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of learning as it relates to student’s post-secondary expectations for learning was done.
- b. No-No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of learning has been assessed.
Question 4 (T21C) (points)
Does the IEP document that the post-secondary area of working has been sufficiently assessed and information used as basis of transition planning?

- a. Yes-Specific data related to the student’s working skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of working as it relates to student’s post-secondary expectations for working was done.
- b. No-No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of working has been assessed.

Question 5 (points)
Has the IEP met the criteria for Critical Element 2: Transition Assessments?

- a. Yes
- b. No

Question 6 (T22a) (points)
Is there a post-secondary expectation for living that projects beyond high school, is consistent with available assessment information, and is observable?

- a. Yes-Post-secondary expectations incorporate observable post school outcomes in the area of living that are consistent with available transition assessment data.
- b. No-Area is not stated as an observable behavior, not addressed or addressed vaguely, or is inconsistent with available transition assessment data.

Question 7 (T22b) (points)
Is there a post-secondary expectation for learning that projects beyond high school, is consistent with available assessment information, and is observable?

- a. Yes-Post-secondary expectations incorporate observable post school outcomes in the area of learning that are consistent with available transition assessment data.
b. No-Area is not stated as an observable behavior, not addressed or addressed vaguely, or is inconsistent with available transition assessment data.

Question 8 (T22c)  (points)
Is there a post-secondary expectation for working that projects beyond high school, is consistent with available assessment information, and is observable?

a. Yes-Post-secondary expectations incorporate observable post school outcomes in the area of working that are consistent with available transition assessment data.

b. No-Area is not stated as an observable behavior, not addressed or addressed vaguely, or is inconsistent with available transition assessment data.

Question 9  (points)
Has the IEP met the criteria for Critical Element 3: Post-secondary Expectations?

a. Yes

b. No

Question 10 (T23a)  (points)
Does the course of study identify graduation criteria?

a. Yes-The graduation requirements are clearly documented and the means are defined.

b. No-The graduation requirements and means are not documented, unclear or vague.

Question 11 (T23b)  (points)
Does the course of study identify a targeted graduation date?

a. Yes-The graduation date is documented.

b. No-The graduation date is not documented.

Question 12 (T23c)  (points)
Does the course of study project courses and activities necessary to pursue the post-secondary expectations?

- a. Yes-Courses and activities, if needed, are listed and project to the targeted graduation date.
- b. No-Needed Courses and activities are not listed or vague.

**Question 13** (points)
Has the IEP met the criteria for Critical Element 4: Course of Study?

- a. Yes
- b. No

**Question 14 (T24a)** (points)
Do all the annual goals support pursuit of post-secondary expectations?

- a. Yes-Each goal listed addresses a need listed in the PLAAFP and will assist the student to pursue targeted post-secondary expectations.
- b. No-One or more goals listed do not reflect a need listed in the PLAAFP or will not be necessary for the student to pursue targeted post-secondary expectations.

**Question 15 (T24b)** (points)
Are all the annual goals well-written?

- a. Yes-Evidence reviewed shows that the goals state the condition(s), skill or behavior, and criterion.
- b. No-Evidence reviewed shows no condition(s) described in the goal, skill, or behavior, and criterion.

**Question 16 (T24c)** (points)
Are there goals, services or activities for every post-secondary area?

☐ a. Yes-Each post-secondary area of living, learning, and working is addressed through goals, services or activities.
☐ b. No-One or more post-secondary area does not have a goal, service, or activity.

**Question 17 (24d)**
If not, is there justification in the PLAAFP?

a. YES-Rationale for not needing services, supports or activities is listed in the PLAAFP and based on assessment information for each post-secondary area missing in question 24c.
   b. No-No rationale is listed for each post-secondary area not addressed through services, supports and activities, or rationale is not based on assessment data.
   c. NA-All three post-secondary areas are addressed by goals, services or activities.

**Question 18**  (points)
Are the criteria met for Critical Element 5: Annual Goals?

☐ a. Yes
☐ b. No

**Question 19 (T25)  (points)**
Are there specific statements describing the services and supports necessary to accomplish the annual goals and activities and to meet all needs identified in the PLAAFP?

☐ a. Yes-Each service, activity and support marked “yes” has a narrative description on Page F that clearly indicates the amount of resources to be committed.
☐ b. No-Not all services, activities and supports have a description on Page F or are vague.

Total Score:___________/19 Possible (Question 20 is not scored)

**Question 20**  (No Points Assigned)
Does this IEP meet all criteria for Indicator 13?

☐ a. Yes
☐ b. No

Return to Step 3: Train your observers
APPENDIX 5

Iowa’s Checklist of 6 Critical Elements of IEPs

Note: These materials represent the previous version of I-13 and have been, or are the process of being revised based on the new definition.
<table>
<thead>
<tr>
<th>Check List of 6 Critical Transition Elements of IEPs</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interests and preferences listed are specific to the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Transition assessment information is present for each post-secondary area of Living, Learning, and Working.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Living</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Method or source of the data is identified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Specific data are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Data listed are sufficient to determine student’s needs for post-secondary living. (The post-secondary area was assessed.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Method or source of the data is identified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Specific data are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Data listed are sufficient to determine student’s needs for post-secondary learning. (The post-secondary area was assessed.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Working</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Method or source of the data is identified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Specific data are listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Data listed are sufficient to determine student’s needs for post-secondary working. (The post-secondary area was assessed.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Post-secondary Expectations are written as observable statements for each of the 3 areas of living, learning and working.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Living</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Expectation for living projects beyond high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Statement is written in observable terms and is consistent with available assessment information (including preferences).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Expectation for learning projects beyond high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Statement is written in observable terms and is consistent with available assessment information (including preferences).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Working</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Expectation for working projects beyond high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Statement is written in observable terms and is consistent with available assessment information (including preferences).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. Course of Study includes means of graduation, targeted date, and courses-activities.

- [ ] Projected Means of Graduation
- [ ] Projected Date of Graduation
- [ ] Courses and Activities
  Multi-year listing of courses and activities needed to prepare for post-secondary expectations. Activities could include linkages to adult agencies.

### 5. All annual goals address identified needs to pursue Post-secondary Expectations

- [ ] All Goal Areas Identified in PLAAFP. All Goals Support Pursuit of Post-secondary Area(s).
- [ ] All Goals Meet the Requirements of a Well Written Goal.
- [ ] If there are no goals, services, or activities for a specific post-secondary area – rationale is supported in PLAAFP.

### 6. Services and supports necessary to accomplish goals, and activities planned for the duration of the IEP are listed.

- [ ] Specific descriptive statements.
- [ ] All needs identified on Page B are addressed through goals and/or services, activities, and/or supports.

---

Return to Step 3: Train your observers
APPENDIX 6

Iowa Indicator B13 Data Collection Reference Sheet

Note: These materials represent the previous version of I-13 and have been, or are the process of being revised based on the new definition.
Critical Element 1: Interests and Preferences

What: Interests and/or preferences as they relate to post-secondary areas
   Typical statements begin: Jesse likes . . . , Clayton chooses . . . , or LaTisha wants.

 Likely location: Page B- “Strengths, interests and preferences of this individual”

Other possible locations: Post-secondary Expectations

Critical Element 2: Transition Assessments

What: For each area of living, learning, and working:

1. **Specific data.** Information related to strengths/needs for each post-secondary area and targeted post-secondary expectation (living, learning, and working).
   - Data are sufficient to determine if there is a need for transition services in the specific post-secondary area as it relates to the student’s targeted post-secondary expectation in that area (e.g., full time employment).
   - If services are needed, data are specific enough to write a goal or activity.
   - If there is no need for services in a post-secondary area, the data are sufficient to determine that there is no need for transition services in that post-secondary area.

2. **Source of the data.** The IEP should include information that names the method of assessment (e.g., classroom observation, student interview) or the specific name of the assessment tool.

3. **Each post-secondary area has been assessed.**
   Data are sufficient to determine that an assessment of the post-secondary area was made.

 Likely Location: Anywhere on page B

Other Locations: Current Functioning on page D

Critical Element 3: Post-Secondary Expectations

What: A statement for each area of living, learning, and working that:

1. Projects beyond high school,

2. Is consistent with available assessment information, and

3. Is observable.
Likely Location: Must be in the appropriate section on page B (Based on the transition assessments, describe the post-secondary expectations for living, learning, and working.)

Critical Element 4: Course of Study

What: Projects to the anticipated end of high school, is based on needs and includes:

1. Graduation criteria (requirements, means),
2. Targeted graduation date, and
3. Courses and activities necessary to pursue student’s PSE.

Likely Location: Course of Study on page B

Critical Element 5: Annual Goals

What: 1. All goals support pursuit of post-secondary expectations

2. All goals meet the requirements of a well-written goal

3. All areas of post-secondary expectations have a goal or service/activity or justification

Likely Location: Page D of IEP

Other Locations: To determine if goals support pursuit of PSE, you will need to refer back to page B. If not all PSE areas are addressed, or if needs identified in PLAAFP are not addressed by goals, you will need to review page F (supports, services and activities).

Critical Element 6: Supports, Services, Activities, Linkages

What: Services and supports are appropriate and sufficient for duration of the IEP as determined by:

1. Specific descriptive statements (e.g., anticipated frequency, setting and duration of each service, activity and support)

2. All needs identified on Page B are addressed through goals and/or services, activities and/or supports

Likely Location: Page F of the IEP

Other Locations: Will need to examine entire IEP to see if services identified are sufficient.

Return to Step 3: Train your observers
APPENDIX 7

Iowa’s Information on Page B, D, and F of the IEP: Postsecondary Transition

Note: These materials represent the previous version of I-13 and have been, or are the process of being revised based on the new definition.
## Information on PAGE B, D and F of the IEP: Post Secondary Transition

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Review Questions</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Criteria for response</th>
</tr>
</thead>
<tbody>
<tr>
<td>T20.</td>
<td>Does the IEP include the student’s preferences or interests?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Age Group C only</td>
<td></td>
<td></td>
<td></td>
<td>Yes = Preferences or interests of the student are listed. (Interests = things that evoke curiosity. Preferences = things chosen over others). No = No listing of interests or preferences, or items listed are not the student’s.</td>
</tr>
<tr>
<td>T21a.</td>
<td>Does the IEP document that the post-secondary area of living has been sufficiently assessed and information used as basis of transition planning?</td>
<td></td>
<td></td>
<td></td>
<td>Yes = Specific data related to the student’s living skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of living as it relates to student’s post-secondary expectations for living was done. No = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of living has been assessed.</td>
</tr>
<tr>
<td>T21b.</td>
<td>Does the IEP document that the post-secondary area of learning has been sufficiently assessed and information used as basis of transition planning?</td>
<td></td>
<td></td>
<td></td>
<td>Yes = Specific data related to the student’s learning skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of learning as it relates to student’s post-secondary expectations for learning was done. No = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of learning has been assessed.</td>
</tr>
<tr>
<td>T21c.</td>
<td>Does the IEP document that the post-secondary area of working has been sufficiently assessed and information used as basis of transition planning?</td>
<td></td>
<td></td>
<td></td>
<td>Yes = Specific data related to the student’s working skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of working as it relates to student’s post-secondary expectations for working was done. No = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of working has been assessed.</td>
</tr>
<tr>
<td>T22a.</td>
<td>Is there a post-secondary expectation of living that projects beyond high school, is consistent with available assessment information and is observable?</td>
<td></td>
<td></td>
<td></td>
<td>Yes = Postsecondary expectations statement incorporates observable post school outcomes in the area of living that are consistent with available transition assessment data. No = Area is not stated as an observable behavior, not addressed or addressed vaguely, or is inconsistent with available transition assessment data.</td>
</tr>
</tbody>
</table>
| **T22b.** | Age Group C only | Is there a post-secondary expectation of **learning** that projects beyond high school, is consistent with available assessment information and is observable? | **Yes** = Postsecondary expectations statement incorporates observable post school outcomes in the area of learning that are consistent with available transition assessment data.  
**No** = Area is not stated as an observable behavior, not addressed or addressed vaguely, or is inconsistent with available transition assessment data. |
|---|---|---|---|
| **T22c.** | Age Group C only | Is there a post-secondary expectation of **working** that projects beyond high school, is consistent with available assessment information and is observable? | **Yes** = Postsecondary expectations/vision statement incorporates observable post school outcomes in the area of working that are consistent with available transition assessment data.  
**No** = Area is not stated as an observable behavior, not addressed or addressed vaguely, or is inconsistent with available transition assessment data. |
| **T23a.** | Age Group C only | Does the course of study identify graduation criteria? | **Yes** = Graduation requirements are clearly documented and the means are defined.  
**No** = Graduation requirements and means are not documented, unclear or vague. |
| **T23b.** | Age Group C only | Does the course of study identify a targeted graduation date? | **Yes** = The graduation date is documented.  
**No** = The graduation date is not documented. |
| **T23c.** | Age Group C only | Does the course of study project courses and activities necessary to pursue the post-secondary expectations? | **Yes** = Courses and activities, if needed, are listed and project to the targeted graduation date.  
**No** = Needed courses and activities are not listed or vague. |
| **T24a.** | Age Group C only | Do all the annual goals support pursuit of post-secondary expectations? | **Yes** = Each goal listed addresses a need listed in the PLAAFP and will assist the student to pursue targeted post-secondary expectations.  
**No** = One or more goals listed do not reflect a need listed in the PLAAFP or will not be necessary for the student to pursue targeted post-secondary expectations. |
| **T24b.** | Age Group C only | Are all the annual goals well written? | **Yes** = Evidence reviewed shows that the goal states the condition(s), skill or behavior, and criterion.  
**No** = Evidence reviewed shows no condition(s) described in the goal, skill or behavior, and criterion. |
| **T24c.** | Age Group C only | Are there goals, services or activities for every post-secondary area? | **Yes** = Each post-secondary area of living, learning, and working is addressed through goals, services or activities.  
**No** = One or more post-secondary area does not have a goal, service, or activity. |
| T24d. | If not, is there justification in the PLAAFP? | Yes = Rationale for not needing services, supports or activities is listed in the PLAAFP and based on assessment information for each post-secondary area missing in question T24c.  
No = No rationale is listed for each post-secondary area not addressed through services, supports and activities, or rationale is not based on assessment data. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Age Group C only</td>
<td></td>
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</tbody>
</table>

| T25. | Are there specific statements describing the services and supports necessary to accomplish the annual goals and activities and to meet all needs identified in the PLAAFP? | Yes = Each service, activity and support marked “yes” has a narrative description on Page F that clearly indicates the amount of resources to be committed, a **description** of time allocated, a **description** of services to be provided (not a list), AND there is clarity of services.  
No = Not all services, activities and supports have a description on Page F or are vague. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Age Group C only</td>
<td></td>
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</tr>
</tbody>
</table>

*Return to Step 3: Train your observers*
APPENDIX 8

Indicator 13: Transition Services in the IEP Guidelines and Examples

(Delaware, August 2009)
Transition in the IEP Process

Transition Services in the IEP Guidelines and Examples for Indicator 13

August 2009

Distributed by the Delaware Department of Education
Dale Matushevich, Education Associate
Exceptional Children Group
401 Federal Street, Suite 2
Dover, DE 19901
TRANSITION SERVICES IN THE IEP
GUIDELINES AND EXAMPLES

This technical assistance document is intended to help Local Education Agencies (LEAs) meet the requirements for secondary transition services as set forth in the Individuals with Disabilities Education Improvement Act (IDEA 2004), Delaware State Regulations and State Performance Plan (SPP) priority monitoring Indicator #13, which deals with secondary transition services planning in the IEP process. This document is also a means for LEAs to work toward providing better transition services for youth with IEPs.

Definitions as they relate to Indicator 13:

IDEA 2004 defines transition services as:
“...a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and

- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.”

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

IDEA states:
Secondary transition requirements in the IEP begin not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;

- The transition services (including courses of study) needed to assist the child in reaching those goals; and

- Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].

[34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]
IDEA 2004 added the requirement to invite the child to IEP Team meeting when purpose includes “consideration of postsecondary goals.”

Specific language states:

The LEA must invite a child with a disability to attend the child’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).
[34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]

IDEA 2004 also added the requirement for consent prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a child’s IEP Team meeting stating:

To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of §300.321(b)(1), the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
[34 CFR 300.321(b)(3)]

Delaware State Regulations 14 DE Admin Code 925

20.2 Transition services: By the middle of the 8th grade, the IEP shall include the child’s strengths, interests, and preferences, postsecondary goals, high school courses of study needed to assist the child in reaching those goals, and plans to make application to high school and career technical education programs. Full transition services planning will apply by the end of the 9th grade, or prior to the child’s 15th birthday, whichever comes first, unless determined appropriate at a younger age by the IEP Team, and the IEP shall be updated annually and include:

20.2.1 Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

20.2.2 The transition services (including courses of study) needed to assist the child in reaching those goals.

And

21.2 Transition services participants: In accordance with 21.1.7, the public agency shall invite a child with a disability to attend the child’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.
21.2.2 To the extent appropriate, with the consent of the parents or a child who has reached the age of 18, in implementing the requirements of 21.2, the public agency shall invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

The federal government has defined SPP Indicator #13 as:

“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))

In Delaware transition planning begins by the middle of the 8th grade or when the child turns 14 years of age, or younger if determined appropriate by the IEP team. Indicator 13 data will be collected for all students who have an IEP and are at/beyond the middle of the 8th grade or aged 14 and above.

For school districts, Indicator #13 is considered a 100% Compliance Indicator. Each IEP reviewed in monitoring must have a “yes” or “N/A” response to each question on the Indicator #13 checklist approved by the Office of Special Education Programs (OSEP) in order to be counted toward meeting this indicator.

The Indicator 13 checklist (see appendix A) has eight questions, including:

1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
2. Is there a measurable post-secondary goal(s) that covers education or training, employment, and, as needed, independent living?
3. Is (are) the postsecondary goal(s) updated annually?
4. Is there evidence that the measurable post-secondary goals were based on age-appropriate transition assessment(s)?
5. Do the transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?
6. Are there transition services in the IEP that focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school?
7. For transition services likely to be provided or paid for by other agencies with parent (or child at age of majority) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
8. Is(are) there annual IEP goal(s) that will reasonably enable the student to meet his/her post-secondary goals?
Appendix A also includes guidance on how to use the Indicator 13 checklist.

This document will provide guidelines to follow and examples for meeting the requirements for secondary transition services as set forth in the Individuals with Disabilities Education Improvement Act (IDEA 2004), Delaware State Regulations and State Performance Plan (SPP) priority monitoring Indicator #13, which deals with secondary transition services planning in the IEP process. Please contact Dale Matusевич at the Delaware Dept of Education with any questions. You can email him at dmatusевич@doe.k12.de.us, or call 302-735-4210.

*It is important to note that the Indicator #13 checklist does not include all the transition requirements that must be met in the IEP process.*

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<td>Item 7: Invitation of Transition Service Agencies to IEP meetings and Parental Consent</td>
<td>15-16</td>
</tr>
<tr>
<td>Item 8: Is/Are there annual IEP goal(s) that will reasonably enable the student to meet his/her postsecondary goals?</td>
<td>16</td>
</tr>
</tbody>
</table>
Appendix A: Indicator 13 Checklist and Instructions (Forms A & B)

Appendix B: Resources

Item 1: STUDENT INVITATION

Every student whose IEP will be in effect by the middle of the 8th grade or when the child turns 14 years of age, or younger if determined appropriate by the IEP team, must be invited to their IEP meeting.

Federal law states:

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).

Evidence that the child has been invited to the IEP could include:

- Review of IEP or file determines documentation of student invitation. The student invitation could be:
  - A separate student notice of meeting or
  - Parent Notice of Meeting – If looking at the Parent Notice of Meeting the student’s name must be on the Parent Notice (e.g. “Dear Mr. & Mrs. Smith and Julie”).
- Review of student records determine whether there is a record or copy of a student notice of meeting or telephone log that shows invitation of the student (student invitation or phone log).

The student file must include clear documentation of intention that the student was invited to the meeting.

Item 2: MEASURABLE POSTSECONDARY GOALS

POST SCHOOL GOALS AND TRANSITION SERVICES

<table>
<thead>
<tr>
<th>Employment Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Secondary Education/Training Goal</td>
</tr>
<tr>
<td>Independent Living Goal (If needed)</td>
</tr>
</tbody>
</table>

MEASURABLE POSTSECONDARY GOALS:
A measurable postsecondary goal is a statement that articulates what the student would like to achieve after high school based on student’s strengths, preferences and interests.

August 2009
Appropriate measurable postsecondary goals are:

- Based upon age appropriate transition assessments
- Related to training, education, employment and when appropriate, independent living skills

To write measurable postsecondary goals:

- Use results-oriented terms such as “will be enrolled in”, “will work”, “will live independently”
- Use descriptors such as “full time” and “part-time”

Measurable postsecondary goals must be developed and documented for:

**Employment** - paid (competitive, supported, sheltered), unpaid, etc.

**Education and/or Training** – 4 year college or university, technical college, 2 year college, military, etc., or specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, military, Job Corps, etc.

and

**As needed:**

**Independent living skills** – adult living, daily living, independent living, financial, transportation, etc. if needed.

Initially, broad descriptions of the student’s vision of what they might like to do in employment, education, training, and independent living. By a student’s last IEP, the measurable postsecondary goals should be specific and measurable one year out by the last year’s IEP.

**EXAMPLES**

Begin the goal by stating “After high school” or “After graduating high school”...

**Employment:**

- I will work as a carpenter constructing homes
- I will continue working in jobs that involve animals
- I will be an electrician
- I am going to work a part-time job at a supermarket while I train at Tech School to be computer technician.
- Will volunteer in a hospital setting with the assistance of Bay Health volunteer coordinator.
- Undecided about future employment focus, but will work at a full-time job upon graduation.

**Post-Secondary Education and/or Training:**

- Steve will attend Delaware State University to obtain a degree in biology
- Juan will attend Delaware Technical and Community College to take art classes
- Jerome will enroll in gardening classes at a local nursery
- I will take a computer course at a Training Institute
- I will participate in on-the-job training while working at Sears.
Judith will enroll in culinary arts program with DVR supports

Independent Living:
- I will access community services using Paratransit
- Denise will obtain a driver’s license
- I will shop independently
- Will use various transportation options within the community (e.g., Taxi, DART, DAST, carpool, bus)
- I will join the YMCA to access recreational services
- Will remain at home with family
- Will live in a group home in the community with support from DDDS in 2 years.

Item 3: POSTSECONDARY GOALS UPDATED ANNUALLY

Every student whose IEP will be in effect by the middle of the 8th grade or when the child turns 14 years of age, or younger if determined appropriate by the IEP team, must include secondary transition requirements and be updated annually. IDEA 2004 states the IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.

Evidence that the postsecondary goals were updated annually can be determined by asking the question, was (were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP.

- Determine the postsecondary goals
- Find the results of the most current age-appropriate transition assessments
- Do they match

Item 4: MEASURABLE POSTSECONDARY GOALS BASED ON AGE APPROPRIATE TRANSITION ASSESSMENT

<table>
<thead>
<tr>
<th>Data Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the student’s strengths?</td>
</tr>
<tr>
<td><strong>Samuel</strong> is very good in using accommodations in class to be successful. He works hard in his career pathway course and is doing well at his part-time job. He works well in groups and has a great sense of humor. He is also very good at fine motor skills.</td>
</tr>
</tbody>
</table>

| Employment Strengths: |
| Samuel has received positive feedback from his employer. He is consistently on time and present. His employer states that he is willing to assist others when help is needed. During a teacher/student interview (on September 10, 2007) Samuel stated that he liked working with his hands and on cars. Samuel’s completion of MatchMaker in the SSP also indicated that he has a strong interest in working on cars. |

| Post-Secondary Education/Training Strengths: |
| Samuel is currently utilizing his accommodations on a consistent basis and asks for assistance when it is needed. He works well with others and is willing to assist when it is needed. During the teacher/student interview Samuel stated that he would like to attend some type of training school to learn more about auto mechanics. |

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<table>
<thead>
<tr>
<th>Independent Living Strengths: Samuel is able to navigate public transportation to get to and from his job. His parents report that he assists them with various chores around the house (doing dishes, moving, etc.) Samuel stated in an interview that he would like to get an apartment with a couple of friends upon graduation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What are the educational concerns of the parent (or student, if appropriate)? The Samples are concerned about his completing all graduation requirements and being able to be successful in a college program or employment. Samuel states that he is concerned about his organizational skills and completing assignments in classes that do not excite him.</td>
</tr>
<tr>
<td>3. What multiple data sources (including district or statewide assessments) and age-appropriate transition assessments are being used to create this IEP?</td>
</tr>
<tr>
<td>☑️ Survey/Questionnaires ☑️ Profiles/Portfolios ☑️ Vocational Assessments</td>
</tr>
<tr>
<td>☑️ Other: Student Success Plan, DSTP scores, local math and ELA assessments, career interest inventories, and vocational evaluation report information</td>
</tr>
<tr>
<td>4. How are extracurricular and non-academic areas affected by the student’s disability? Samuel participates with the drama program and is involved in the soccer program without any accommodations.</td>
</tr>
</tbody>
</table>

IDEA 2004 requires that the measurable post-secondary goals be based on age-appropriate transition assessments. As a student proceeds through high school, postsecondary goals should also become more specific and focused on the next steps in adult life for that student.

**Transition assessment** is “an individualized, ongoing process that helps students and families define goals to be included in their IEPs as they prepare for adult roles” *(Assess for Success, CEC document)*. This requires that we determine appropriate experiences, services and programs that will assist students in selecting and achieving goals. It forms the basis for planning decisions regarding adult roles.

**Note:** For Delaware, the Data Considerations Section of the IEP replaces the old Present Level of Performance (PLEP)

It is important to ask what the student’s current achievements are relative to what may be necessary and appropriate for successful transition into adult life? The IEP team is asked to develop the Data Considerations Section (PLEP) of the IEP on academic achievement and functional performance, both of which impact a student’s successful transition. The context for the Data Considerations (PLEP) discussion should be based upon the student’s postsecondary goals.

The Data Considerations (PLEP) should focus on strengths, as well as relevant deficits and weaknesses. It should lead toward the identification of supports, activities and services a student needs to achieve his or her desired postsecondary goals.

**First Steps:**
The process begins by asking student to define his or her vision for the future. Once the vision is established, the student should assess his own skills and interests in relationship to the demands of the adult vision. This assessment should provide us with the present levels of functioning compared to what will be needed for the desired future.

**Where to list the age-appropriate transition assessments:**
All age-appropriate transition assessments are to be listed in Question 3 of the Data Consideration Section of the IEP. A reference to the assessments used and the results of the assessment should be embedded into Question 1 of the Data Consideration Section of the IEP.
Using the results of Transition Assessment:
The Data Considerations Section (PLEP) in the IEP includes academic achievement and functional performance information. Student strengths, interests and preferences, along with needs are documented in the Data Considerations Section (PLEP). The Data Considerations Section (PLEP) becomes the basis for planning the transition supports, activities and services in the IEP.

Who can provide transition assessment information:
The most valuable sources for assessment information are the student and family. Other critical individuals include:

School Guidance personnel  Employers, adult agency personnel
School psychologist  Transition specialists
Classroom teachers

Types of Transition Assessment:
Self-determination skill development  Curriculum-based assessments
Analysis of background information  Behavioral observation
Interviews, surveys  Psychometric Test
Work samples  Transition Inventories
Situational assessments  Learning Styles Assessments

Instruction:
- Knows/uses accommodations to succeed in classes
- Knows/takes classes needed to attain future goals
- Attends classes regularly
- Completes assignments on time
- Participates in IEP planning to determine courses of study
- Accesses school resources to meet educational requirements
- Uses technology available in the building
- Uses augmentative equipment if identified
- Manages time and assignments using daily planner
- Meets with guidance counselor or advisor quarterly
- Identifies ongoing educational opportunities through adult or community education programs

Employment/Training:
- Has obtained a state ID card or driver’s license
- Has a social security card
- Has proof of citizenship
- Has participated in career exploration and assessment to determine interests, skills, and abilities as related to employment
- Has worked or volunteered in a community job of choice
- Has visited the local Job Service Center and knows how to use it for job assistance
- Can compile personal information to successfully complete a resume, job application, and interview for employment
- Has contacted Job Corps to identify potential training
- Has contacted guidance or the Department of Labor to apply for apprenticeships

Post-Secondary Education/Training:
- Passes courses needed for graduation and entry into college of choice
- Has identified a college for pursuing his nursing degree
• Is currently taking non-academic courses at Del Tech
• Met with DVR counselor to identify post-school business training options
• Has taken the PSAT/SAT/ACT
• Currently has a 3.0 average in college prep courses
• Is completing all career pathway electives leading to computer training program
• Participates in local adult and continuing education programs
• Is aware of support services available at the college of her choice
• Understands apprenticeship options through the Department of Labor
• Has discussed technical/trade training options with guidance counselor

**Independent Living:**
• Can demonstrate shopping skills
• Knows who to call/what to do in emergencies
• Can plan and prepare nutritious meals
• Can properly store food items
• Can perform self-care activities
• Can purchase and care for clothing
• Can identify community resources for help
• Can identify living options
• Has taken cooking classes and practices cooking skills
• Knows how to read bus schedule
• Uses telephone for communication
• Uses calendar for keeping track of schedule
• Can use banking services
• Can demonstrate principles of consumerism
• Can maintain a household
• Knows the services that will need to be continued (speech/physical therapy, mobility support, personal care assistance)
• Can identify services to locate a place to live
• Has participated in independent living training

---

**Item 5: TRANSITION SERVICES: COURSES OF STUDY**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Courses of Study (from student’s current year to year of graduation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th</td>
<td>Required ELA, Math, Social Studies and Science courses. Career Pathway Courses.</td>
</tr>
</tbody>
</table>

Do the transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

August 2009
LONG-RANGE EDUCATIONAL PLAN: What knowledge, skills and behaviors will the student need to help him/her complete school and reach his/her desired post-school goals? The IEP team must provide an educational plan or courses of study for the student to ensure movement toward post-secondary goals. The courses of study may include required, elective, advanced placement, modified or specially designed courses, as well as other educational experiences in the school or community. The courses of study are determined in the context of the student’s desired post-school goals, strengths, functioning levels and need for accommodations and modifications. Once the IEP team determines the student’s desired post-school goals and how the student currently performs, it can design an educational program or course of study to help the student achieve his or her desired post-school goals. The course of study must be reviewed and revised annually. The National Secondary Transition Technical Assistance Center (NSTTAC) defines courses of study as, “a multi-year description of coursework from the student’s current to anticipated exit year needed to achieve the student’s desired post-school goals.”

Item 6: Transition Services

Transition Activities and Services

<table>
<thead>
<tr>
<th>Activities and Services to reach goal:</th>
<th>Employment Goal: After graduating high school, I will work full-time at an auto body shop while taking courses to become a certified auto repair technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/Services needed to reach goal</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>Referral to DVR for employment goals</td>
<td>School</td>
</tr>
<tr>
<td>Obtain part-time summer employment in the automotive field</td>
<td>School, Samuel and Family</td>
</tr>
<tr>
<td>Interview 3 auto mechanics</td>
<td>Samuel, family, and School</td>
</tr>
<tr>
<td>Visit 3 garages within the community</td>
<td>Samuel, family and School</td>
</tr>
</tbody>
</table>

COORDINATED SET OF ACTIVITIES/SERVICES: What activities and strategies can be identified in the IEP to help the student move toward the realization of post-secondary outcomes? What services, supports or programs will this student need in order to achieve his or her desired post-school goals and ensure success as he or she enters the adult world? How can the student be linked to the needed post-school services, supports or programs before he or she leaves the school setting? The school’s responsibility is to help identify activities and strategies, involve appropriate agencies and coordinate the process so that the student’s goals are met. These activities and services are a long-range plan for adult life. Not all of the activities need to be completed in the life of the current IEP. The activities should reflect all of the things that need to be done over several years to help the student prepare for the transition to the adult world. The IEP teams can identify the dates or school year in which each activity will be addressed and can then prioritize those activities to be addressed for the coming year. All of the activities/strategies must be reviewed and refined each year based on what has been accomplished, current and future needs, and emerging strengths, preferences and interests. Not all of the activities will

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12
be the responsibility of the school to oversee, provide or pay for. It is the responsibility of the team to ensure that appropriate outside agencies are involved in transition planning, and there is coordination among all responsible parties.

The discussion, planning and decision-making should result in activities and strategies in the "Activities and Services" that:

- Reflect and lead toward achieving the student’s desired post-school goals.
- Are based on the student’s strengths, interests and preferences.
- Identify in broad terms those long-range activities in each of the transition planning areas that will be necessary to help the student achieve his or her post-school goals.
- Identify who will provide, be responsible for and pay for each activity.
- Identify the dates or school year in which each activity will be addressed and prioritize those activities to be addressed for the coming year.
- Demonstrate how, when all of the activities are combined, there is coordination among all responsible parties.
- Ensure that students and parents are aware of, and linked to, needed post-school services, programs and supports before the student exits the school system.

The following list of activities is intended to be a partial list of the many activities that an IEP team could recommend for a student. In developing the activities in the statement of needed transition services, it should be kept in mind that many of the activities/strategies could be justified under one or more of the categories. The category in which the activity/strategy is listed is not important. What is important is making sure that all of the critical activities/strategies are identified and listed somewhere in the plan.

**Employment and Post-Secondary Education Training Activities:** What activities and strategies will the student need to help him/her acquire a desired job or career? Activities/strategies in this area can focus on the development of work-related behaviors, the seeking of employment, career exploration, skill training, apprenticeship training and actual employment. Some students may need to focus on basic employee behaviors to succeed in the workplace such as staying on task, responding appropriately to instructions and working under pressure. Workplace readiness skills may be gained through part-time (supported or non-supported) employment, apprenticeship programs, or involvement in the local School-to-Work program. Students may also want to pursue postsecondary education programs at 2 or 4-year colleges, which require a focus on preparation for those environments.

**EXAMPLES**

- Participate in job shadowing opportunities
- Visit Job Service
- Meet with high school guidance counselors about career preparation programs and cooperative vocational education experiences
- Access the Department of Labor’s Job Bank on the computer and complete the interest inventory
- Create a portfolio using information from Vocational Profile
- Explore possible summer employment
- Participate in career exploration program in 10th grade
- Participate in community-based work experiences
- Participate in career day at school
- Attend community transition fair
- Obtain a copy of “Delaware Career Compass” from the high school guidance office to explore possible career occupations
- Complete an aptitude or interest survey
Memorize social security number
Practice completing job applications
Obtain a part-time paid job in an area of interest
Meet with an armed forces recruiter
Take the ASVAB
Schedule visit with Vocational Rehabilitation counselor to determine eligibility for services
Meet with Job Corps counselor
Meet with counselor to explore scholarship options
Visit college campuses of interest
Meet with the disabilities coordinator at the college/university of choice
Obtain, complete and submit applications for colleges of choice
Take the ACT, SAT Test
Complete a college search in the career center
Enroll in a community education course

**Functional Vocational Assessment:** Does the IEP team need information about student aptitudes, interests and skills in relation to employment? A functional vocational assessment is information gathered through situational assessments, preferably in the setting where the job is performed. It can include observations, surveys, interviews, and formal or informal measures. It focuses on practical skills related to job/career aptitudes and skills. The information that is collected can be used to refine the transition activities in the IEP.

**EXAMPLES**
- Participate in a job site evaluation conducted by job coach, school personnel or employer
- Develop a vocational profile based on information gained from employment, home and school opportunities
- Identify agencies that provide functional vocational evaluations for an assessment
- Collect functional information regarding the student’s vocational interests and abilities
- Contact the Delaware Division of Vocational Rehabilitation to determine eligibility for a functional vocational assessment
- Gather information from a designated situational vocational assessment site in the community
- Complete an aptitude or interest survey
- Complete a learning styles test to identify preferences and strength modes

**Independent Living Activities:**

**Community Experiences:**
What experiences and activities outside the school building will prepare the student for participation in community life? These activities can include government, social activities, recreation and leisure, routine appointments, shopping, banking and transportation.

**EXAMPLES**
- Secure a driver’s license
- Apply for a state identification card
- Visit or join a community recreation center or YMCA
- Investigate opportunities for socialization (e.g., bowling, ice skating)
- Join a community sports team (e.g., bowling league, baseball team, little league)
• Investigate participation in local church youth group
• Participate in community and civic organizations (e.g., Kiwanis, Elks, Lions, Rotary, Jaycees)
• Register to vote and learn about the election process
• Investigate convenient and affordable places to shop for food, clothes, etc.
• Investigate youth volunteer programs at the hospital, library, etc.
• Participate in age-appropriate social activities (e.g., dances, skating, concerts, sporting events)
• Participate in Special Olympics
• Identify and visit community medical and health services

Daily Living:
Daily living skills are those activities that adults do everyday. These activities can include personal care, preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, self-help, relationships, and consumerism.

EXAMPLES
• Identify network of potential supports (e.g., friends, neighbors, family members, co-workers)
• Take cooking classes and practice cooking skills
• Purchase clothing and learn how to clean and iron clothes
• Learn how to operate household appliances (e.g., stove, microwave, washer, dryer, dishwasher)
• Learn to manage daily time schedule
• Learn how to read bus schedule
• Select a physician and dentist
• Learn how to schedule and keep medical appointments
• Open checking and savings accounts
• Learn how to pay bills
• Develop a personal fitness routine
• Understand directions for taking medications
• Learn personal information (e.g., phone number, social security number, address, etc.)
• Identify/use money, time, calendar

Item 7: Invitation of Transition Service Agencies to IEP meetings and Parental Consent

In addition to School Supports, the Student Will Need the Assistance of:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Contact Person</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Vocational Rehab</td>
<td>Joe to be Determined</td>
<td>302-333-3333</td>
</tr>
<tr>
<td>College Support Services</td>
<td>Colleges of Choice</td>
<td>302-333-3331</td>
</tr>
<tr>
<td>Division on Developmental Disability Services (DDDS)</td>
<td>Jane to be Determined</td>
<td>302-333-3332</td>
</tr>
</tbody>
</table>

Is there a current Interagency Release of Information Form on file with the school?

☒ Yes  ☐ No (If no, discuss form for transition planning with appropriate agencies)

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Federal law states:

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child’s preferences and interests are considered.

(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

There are many agencies that may help the student and family in the transition to adult life. When the school district or charter school plans to invite an agency to participate in the IEP meeting for a student, it is required to have parent consent, or consent of the student if he/she has reached the age of majority. The parent consent, or consent of the student if he/she has reached the age of majority, should be signed before the invitation goes out to the agency.

Item 8: Is/Are there annual IEP goal(s) that will reasonably enable the student to meet his/her postsecondary goals?

When the present levels of performance in academic achievement and functional performance, along with the areas of concern have been identified, IDEA requires that special education services be provided. Only those activities that are the direct responsibility of special education require annual goals and short-term objectives. When developing annual goals, make sure that any areas of concern, not only of academics, but transition strategies/activities, are addressed.

Goals related to employment, education/training might include:

- John will develop a realistic career plan.
- Maria will demonstrate the specific skills needed for the position at Sears she wants to apply for upon graduation.
- Lashon will meet the requirements for a satisfactory evaluation in his co-op experience in job skills such as attendance, work rate, and work quality.
- I will identify at least 5 college programs that offer culinary arts degrees.
- I will name accommodations that will help me to succeed in my high school courses and provide that information to all my teachers this year.
- Annette will demonstrate competence in interviewing by participating in a mock interview and completing all the steps on the interview rating form.
- Robert will conduct 3 job shadows in areas of interest and identify his preferences related to employment through completing the English class journal entry.

August 2009

Return to Step 3: Train your observers
APPENDIX 9

Indicator 13: Quick Guide Examples

(Delaware, August 2009)
Transition in the IEP Process

Quick Guide Examples
For
Indicator #13:

August 2009

Distributed by the Delaware Department of Education
Dale Matusevich, Education Associate
Exceptional Children Group
401 Federal Street, Suite 2
Dover, DE 19901
**Data Considerations**

Information/Results from your age-appropriate transition assessments should be embedded within this section of the IEP.

1. What are the student’s strengths?

   *Samuel is very good in using accommodations in class to be successful. He works hard in his career pathway course and is doing well at his part-time job. He works well in groups and has a great sense of humor. He is also very good at fine motor skills.*

**Additional information that may be included under Student’s Strengths...**

- Uses accommodations to succeed in classes
- Takes classes to attain future goals
- Attends classes regularly
- Completes assignments on time
- Uses technology available in the building
- Manages time and assignments using a daily planner

**Employment Strengths:** *Samuel has received positive feedback from his employer. He is consistently on time and present. His employer states that he is willing to assist others when help is needed. During a teacher/student interview (on September 10, 2007) Samuel stated that he like working with his hands and on cars. Samuel’s completion of MatchMaker in the SSP also indicated that he has a strong interest in working on cars.*

**Additional information that may be included within Employment Strengths...**

- Has obtained driver’s license/social security card/proof of citizenship
- Has participated in career exploration and assessment to determine interests, skills, and abilities as related to employment
- Has work/volunteer experience
- Has worked or volunteered in a community job of choice
- Can compile personal information to successfully complete a resume, job application, and interview for employment
- Has contacted Job Corps to identify potential training
- Has contacted the Department of Labor to apply for apprenticeships

**Post-Secondary Education/Training Strengths:** *Samuel is currently utilizing his accommodations on a consistent basis and asks for assistance when it is needed. He works well with others and is willing to assist when it is needed. During the teacher/student interview Samuel stated that he would like to attend some type of training school to learn more about auto mechanics.*

**Additional information that may be included under Post-Secondary Education/Training Strengths...**

- Passes courses needed for graduation and entry into college of choice
- Has identified a college for pursuing ________ degree
- Met with DVR counselor to identify post-school training/apprenticeship options
- Has taken PSAT/SAT/ACT
- Currently has a ____ GPA in college prep courses
- Is completing all career pathway electives leading to ______________
- Has discussed technical/trade training options with guidance counselor
- Will take electives in areas of interest
Independent Living Strengths: *Samuel is able to navigate public transportation to get to and from his job. His parents report that he assists them with various chores around the house (doing dishes, mowing, etc.)*

*Additional information that may be included under Independent Living Strengths…*

- Can demonstrate shopping skills
- Knows who to call/what to do in emergencies
- Can plan and prepare nutritious meals
- Can perform self-care activities
- Can identify community resources for help
- Can identify living options
- Has taken cooking classes and practices cooking skills
- Knows how to read bus schedule
- Uses telephone for communication
- Uses calendar for keeping track of schedule
- Can manage personal finances/checking account
- Can complete a tax return
- Uses a library card
- Knows how to order pizza delivery

2. What are the educational concerns of the parent (or student, if appropriate)?

*The Samples are concerned about his completing all graduation requirements and being able to be successful in a college program or employment. Samuel states that he is concerned about his organizational skills and completing assignments in classes that do not excite him.*

3. What multiple data sources (including district or statewide assessments) are being used to create this IEP?

- ☑ Survey/Questionnaires
- ☐ Profiles/Portfolios
- ☑ Vocational Assessments
- Other: *DSTP scores, local math and ELA assessments, career interest inventories, and vocational evaluation report information*

4. How are extracurricular and non-academic areas affected by the student’s disability?

*Samuel participates with the drama program and is involved in the soccer program without any accommodations.*
### Student's Post-High School Goals:

<table>
<thead>
<tr>
<th>Post School Employment Goal</th>
<th>After graduating high school, I will work full-time at an auto body shop while taking courses to become a certified auto repair technician</th>
</tr>
</thead>
</table>
|                             | **Additional Examples...**  
|                             | • “I will work full-time/part-time as a ________”  
|                             | • “I will be a ________”  
|                             | • “I will work in the field of ________ as a ________”  
|                             | • ______ will obtain full-time/part-time employment as a ________  
|                             | • “I will get a part-time job at a ________ while I go to Tech School to be a ________”  
|                             | • ______ is undecided about future employment focus, but will work full-time/part-time upon graduation |

<table>
<thead>
<tr>
<th>Post Education/Training</th>
<th>After graduating high school, I will attend a post-school training or education program for becoming an auto repair technician</th>
</tr>
</thead>
</table>
|                             | **Additional Examples...**  
|                             | • ______ will attend a 4 yr. university to obtain a degree in ________  
|                             | • ______ will enroll in a community college to take ________ classes  
|                             | • “I will attend ________ training”  
|                             | • ______ will enroll in a ________ program with DVR supports  
|                             | • ______ will take a ________ course at a ________  
|                             | • ______ will enroll in an apprenticeship program to become a ________  
|                             | • “I will enlist in the military” |

<table>
<thead>
<tr>
<th>Independent Living (if needed)</th>
<th>After graduating high school, I will live with my parents until I am able to save enough money to rent my own apartment.</th>
</tr>
</thead>
</table>
|                                | **Additional Examples...**  
|                                | LEAVE BLANK IF STUDENT HAS AGE APPROPRIATE INDEPENDENT LIVING SKILLS  
|                                | • “I will obtain a driver's license”  
|                                | • ______ will learn to shop independently  
|                                | • ______ will access community services using transportation options within the community (taxi, DART, DAST, carpool, bus, etc)  
|                                | • ______ will join the YMCA to access recreational services  
|                                | • ______ will live in the dorm while at college  
|                                | • ______ will live in an apartment with a friend after saving money living at home  
|                                | • ______ will remain at home with family  
|                                | • ______ will live in a group home in the community with support from DDS in 2 years  
|                                | • “I will get a driver's license and a car.”  
|                                | • “I will be a registered voter.”  
|                                | • “I will continue my volunteer work with ________,” |

The student plans to exit school with:  
- [x] Diploma  
- [ ] Certificate

---

**Transition IEP**

- Transition -  

4/2008
Courses of Study: (Courses must be listed out)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Courses of Study (from student’s current year to year of graduation)</th>
</tr>
</thead>
</table>

*PATHWAY TO GRADUATION* pg. 4
MUST BE FILLED OUT!!!
TO SHOW MOVEMENT/LINK OF COURSES
TO POST SECONDARY GOALS

Activities and Services to reach goal:

<table>
<thead>
<tr>
<th>Employment Goal: After graduating high school, I will work full-time at an auto body shop while taking courses to become a certified auto repair technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/Services needed to reach goal</td>
</tr>
<tr>
<td>Referral to DVR for employment goals</td>
</tr>
<tr>
<td>Obtain part-time summer employment in the automotive field</td>
</tr>
<tr>
<td>Interview 3 auto mechanics</td>
</tr>
<tr>
<td>Visit 3 garages within the community</td>
</tr>
</tbody>
</table>

Additional Activities and services that may be found under Employment Goal…
- participate in job shadowing
- meet with guidance counselor
- explore possible summer employment
- complete interest survey
- memorize SSN
- practice completing job applications
- obtain a part-time job
- meet with an armed forces recruiter
- complete an aptitude or interest survey
- meet with vocational rehabilitation counselor to determine eligibility for services
- participate in a job site evaluation conducted by job coach, school personnel, or employer
- develop a vocational profile based on information gained from employment, home, and school opportunities
- collect information regarding student’s vocational interests and abilities
- use SSP to explore salaries in desired career

Post-Secondary Education/Training Goal: After graduating high school, I will attend a post-school training or education program for becoming an auto repair technician

<table>
<thead>
<tr>
<th>Activities/Services needed to reach goal</th>
<th>Responsible Party</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research community college and other training programs through Career Cruising</td>
<td>School, Samuel</td>
<td>9/1/07</td>
<td>3/1/08</td>
</tr>
<tr>
<td>Make site visits to at least 3 programs</td>
<td>Samuel and Family</td>
<td>9/1/07</td>
<td>6/1/08</td>
</tr>
<tr>
<td>Make application to program of choice</td>
<td>Samuel, School and Family</td>
<td>11/08</td>
<td>2/09</td>
</tr>
</tbody>
</table>

- Transition -

Transition IEP 4/2008
**Additional Activities and services that may be found under Post-Secondary Education/Training Goal...**

- meet with counselor to explore scholarship options
- visit college campuses of choice
- meet with the disabilities coordinator at the college/university of choice
- obtain, complete, & submit applications for colleges of choice
- take PSAT/SAT/ACT
- complete college research in the career center
- enroll in a community education course

---

**Independent Living Goal (if needed):** *After graduating high school, I will live with my parents until I am able to save enough money to rent my own apartment.*

<table>
<thead>
<tr>
<th>Activities/Services needed to reach goal</th>
<th>Responsible Party</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research costs of maintaining an apartment</td>
<td>Samuel, school and family</td>
<td>9/1/07</td>
<td>6/1/08</td>
</tr>
<tr>
<td>Open a savings account</td>
<td>Samuel and Family</td>
<td>9/1/07</td>
<td>6/1/08</td>
</tr>
<tr>
<td>Investigate what is required to open and maintain a checking account</td>
<td>Samuel, family, school</td>
<td>9/1/07</td>
<td>6/1/08</td>
</tr>
</tbody>
</table>

---

**Additional Activities and services that may be found under Independent Living Goal...**

- improve attendance
- reduce tardiness
- open checking account
- open savings account
- learn how to manage daily time schedule
- learn how to read a bus schedule
- select a dentist and physician
- learn how to schedule and keep medical appointments
- learn how to pay bills
- develop a personal fitness routine
- understand directions for taking medications
- learn personal information (ph.#, SSN, address, etc.)
- identify/use money, time, calendar

---

**In addition to School Supports, the Student Will Need the Assistance of:**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Contact Person</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Vocational Rehab (DVR)</td>
<td>Joe to be Determined</td>
<td>302-333-3333</td>
</tr>
<tr>
<td>College Support Services</td>
<td>Colleges of Choice</td>
<td>302-333-3331</td>
</tr>
<tr>
<td>Division on Developmental Disability Services (DDDS)</td>
<td>Jane to be Determined</td>
<td>302-333-3332</td>
</tr>
</tbody>
</table>

---

Is there a current Interagency Release of Information Form on file with the school?

☑ Yes  □ No  (If no, discuss form for transition planning with appropriate agencies)

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Transition IEP  
- Transition -  
4/2008

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[Return to Step 3: Train your observers]
APPENDIX 10

Delaware Secondary Transition Requirements for Fall Audit
Secondary Transition Requirements for Fall Audits

Dale Matusevich
Education Associate, Secondary and Transition Services
Delaware Department of Education
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Previous I-13 Language

- "Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals."
- [20 U.S.C. 1416(a)(3)(B)]

New I-13 Language

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))

A. Definition of Transition Services

The term "transition services" means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
Definition of Transition, Continued

is based on the individual’s child’s needs, taking into account the child’s strengths, preferences, and interests; and

includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401 (34)]

B. Secondary Transition Requirements in the IEP

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- transition services (including courses of study) needed to assist the child in reaching those goals;

What Does Delaware Say?

925 Subpart D 20.2

Transition services: By the middle of the 8th grade, the IEP shall include the child’s strengths, interests, and preferences, postsecondary goals, and plans to make application to high school and career and technical education programs.

925 Subpart D 20.2 (cont’d)

- Full transition services planning will apply by the end of the 9th grade, or prior to the child’s 15th birthday, whichever comes first, unless determined appropriate at a younger age by the IEP Team, and the IEP shall be updated to include:
925 Subpart D 20.2 (cont’d)

- 20.2.1 – Appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

- 20.2.2 – The transition services (including the courses of study) needed to assist the child in reaching those goals.

What Does This Mean?

- Age for Transition Services
  - By the middle of 8th grade
    - Student’s strengths, interests and preferences
    - Informal and formal transition assessments
    - Postsecondary goals
    - Measurable postsecondary goals are outcomes that occur after the person graduates or leaves school. (stay, work – results oriented)
    - High school courses of study needed to assist student in reaching goals
    - Course selection must relate to the postsecondary goals
    - Plans to make application to high school and CTE programs
    - If the student is attending the local high school, Vo-Tec high school, or another school system

What Does This Mean?

- By end of 9th grade or prior to age 15 full transition services apply
  - Postsecondary goals based on student’s strengths, interests, and preferences
  - Student must provide input into postsecondary goals
  - Postsecondary goals also based on age-appropriate transition assessments in the areas of training, education, employment, and, where appropriate, independent living skills
  - Informal and formal assessments must be used
  - Transition services (including the courses of study)
    - What will the school do to assist student in reaching postsecondary goals
    - A student’s course of study must relate to postsecondary goals

Question #1

- Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
Driving Question for #1

- For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to participate in the IEP Team meeting?

Invitation to the Student

- The law states we must invite the student but does not require the student to attend

- If student doesn’t attend?
  - the public agency shall take other steps to ensure that the child’s preferences and interests are considered.

Question #2

Is there a measurable postsecondary goal (or goals) that cover education or training, employment, and, as needed, independent living?

Driving Questions for #2

- Can the goal(s) be counted?

- Will the goal(s) occur after the student graduates from school?
Measurable Post-secondary Goals

Can the Goal be Counted or Measured?

Measurable post-secondary goals are outcomes that occur after the person leaves high school. Outcomes answer the question: What will a student do after graduation? (enroll, attend, work)

Adapted from NIST-AG 12-06

Measurable Post-secondary Goals

Example

- After high school completion, I will attend a teacher education program at a four year college.

We can count or measure whether the student does or does not "attend."

Measurable Post-secondary Goals

Non-example

- I am planning on attending a four year college in the teacher education program.

We cannot measure or count "planning on attending"
How do I write measurable post-secondary goals?

- Use results-oriented terms such as “enrolled in”, “work”, “live independently”
- Use descriptors such as “full time” and “part time”
- Begin with “After high school completion…”, “By June 20…”, or “Within ___ months of high school completion…”

Writing Measurable Post-secondary Goals

The post-secondary goals should be stated in such a way that we could measure:

1. The extent to which the student has been able to achieve what he/she set out to do, and
2. The extent to which the transition services prepared the student for taking the next step

Intent of the Law

- Does this mean a school is liable if the student does not reach a stated postsecondary goal?
- The intent of the law looks at the transition services put in place to assist the student in reaching a postsecondary goal

Question #3

Is (are) the postsecondary goal(s) updated annually?
Driving Question for #3

Was (were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP?

Making a Connection

- Does the goal(s) correlate with the student's preferences, strengths and interests
- Does the goal(s) reflect the results of the current age-appropriate transition assessments
- Is the IEP current

Question #4

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

Driving Question for #4

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

An on-going process of collecting information on the students’ strengths, preferences, and interests

(Sillington, Neubert, Begun, Lombard, & Leconte, 2007)

Assessment Outcomes

The results of the age-appropriate transition assessment are used to assist in the development of the IEP and in transition planning.

- Use for guidance and direction
- Create talking/exploring points
- Define areas of preference, strengths, interests, and needs

How will you acquire transition assessment data?

- Step 1 – Locate pre-existing data
- Step 2 – Obtain written consent for additional assessment, if needed
- Step 3 – Administer new assessments related to interests, preferences, strengths and needs
- Step 4 – Determine if additional assessments, a functional vocational evaluation, or a comprehensive assessment is needed

Formal or Informal Assessment

- Formal assessment typically means using a standardized procedure for administering, scoring, and interpreting an assessment
- Informal assessments are less structured and do not allow comparisons with other students
Factors to consider

- Should be individualized as each student has a unique set of needs (Sillington et al., 1996)
- Students with low incidence disabilities may require alternative formats and/or assistive technology

Points to Ponder

- One type of assessment should not be the sole source of data collection
- Outdated assessment data lacks validity and can adversely impact a student’s outcomes
- Transition assessment is an ongoing process

Question #5

- Do the transition services include courses of study that focus on improving the academic and functional achievement that will reasonably enable the student to meet their postsecondary goal(s)?

Driving Questions for #5

- Do the transition services include courses of study that align with the student’s postsecondary goal(s)?
925 Subpart D 20.2 (cont’d)

- Full transition services planning will apply by the end of the 9th grade, or prior to the child’s 15th birthday, whichever comes first, unless determined appropriate at a younger age by the IEP Team, and the IEP shall be updated to include:

925 Subpart D 20.2 (cont’d)

- 20.2.2 – The transition services (including the courses of study) needed to assist the child in reaching those goals.

Courses of Study

Guide transition services by focusing on:

- All courses and educational experiences
- How the educational program can be planned and relate directly to the student’s goals beyond secondary education
- How courses are linked to those goals

Courses of Study

Include both

- Required coursework leading to graduation or program completion
- Other educational experiences that move the student toward desired post-secondary outcomes

O’Leary, 2001
Courses of Study - Guidelines

- Involve the student meaningfully in the development
- Develop as soon as the student begins taking high school coursework
- Base course selection upon the student’s interests, preferences & strengths (as reflected in post-secondary goals)
- Address through strategic course selection & other educational experiences the content and skills the student needs to acquire

Question #6

- Are there transition services in the IEP that focus on improving the academic and functional achievement that will reasonably enable the student to meet their postsecondary goal(s)?

Driving Questions for #6

- Is a type of instruction, related service, community experience, 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)?

Regulatory Definition of Transition Services

(34) TRANSITION SERVICES: The term “transition services” means a coordinated set of activities for a child with a disability…
Coordinated Set of Activities

A systematic approach to transition whereby:

- Transition activities compliment each other
- Various agencies’ activities compliment each other

Kochhar-Bryant, 2007

Coordinated Services

- The services are to be planned as a group and are intended to drive toward a result – they should not be haphazard or scattershot activities, but coordinated with each other to achieve that outcome or result.

NICHCY

Part A Definition (cont.)

... focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including:

- post-secondary education
- vocational education
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation
Process...

What is the process for...
- developing transition activities for and
- linking a student to adult services
...which can support the student’s eventual achievement of his/her post-secondary goals?

Activities/Linkages Process (cont.)

Step 2: Design these activities and determine responsibilities for supporting the student’s completion of these activities

Step 3: Review the PLoP and transition activities to identify areas for which the student will need adult service support following high school

Process for Developing Activities & Linkages

Step 1: Identify content/skills the student needs to acquire, through...
1. Instruction
2. Related services
3. Community experiences
4. Employment objectives
5. Other adult living objectives
6. Daily living skills
7. Functional vocational evaluation

Activities/Linkages Process (cont.)

Step 4: Design corresponding linkage activities and determine responsibility for ensuring these linkages occur
Question #7

- For transition services that are likely to be provided or paid for by other agencies with parent (or student once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?

Driving Questions for #7

- 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: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?
- Is there a signed consent form for each agency invited?

Question #8

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

Driving Questions for #8

- Do the annual goals relate to needs of student?
- Are annual goals needed for transition activities?
**Annual vs. Post-secondary**

- A measurable annual goal answers the question “What do we want the student to be able to do in a year’s time?”
- Measurable post-secondary goals are outcomes that occur after the person has left high school. What a student WILL do (enroll, attend, work)
- For the transition IEP, “What do we want this student to be able to do, relative to post-school goals, in a year’s time?”

**Annual vs. Post-secondary (Continued)**

- Annual goals need to be driven by post-secondary goals
- Annual goals are developed to reasonably enable the student to meet his/her post-secondary goals

**Auditing Process**

- Audits take place – October and November
- Findings sent to districts/schools – December
- Follow-up with schools found not at 100% compliance – December and January
- Plan for correction of non-compliance – January through May
- Re-visit to districts/schools not at 100% compliance – April and May

**From the Feds**

- All districts and schools found to be in non-compliance must come into compliance within 1 year of finding
“You must be the change you wish to see in the world.”

--Mahatma Gandhi

Return to Step 3: Train your observers
APPENDIX 11

Colorado’s Tips for Meeting Indicator 13 Requirements
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 1

Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?

KEY POINTS:

- Postsecondary Goals (PSG) are required in the areas of education/training and career/employment. The decision as to whether or not to include a PSG in the area of independent living skills rests with the IEP Staffing Team (check with your Director for district/BOCES policy). If no goal is needed for independent living skills, nothing needs to be written in this area. However, any goal written must be measurable.

- The PSG must focus on what the student will do after exiting the public school system. A Transition Program for 18-21 year old students is part of the public education continuum and still provides a free, appropriate public education (FAPE) to students with disabilities. For those students, the PSG must address what will occur after the student completes that program.

- Use the word “will” when describing the PSG. “Wants,” “wishes,” “hopes to,” and other similar words are not measurable and should not be used.

- Use active rather than passive voice (e.g. “The student will participate in on-the-job training,” rather than, “Will receive on-the-job training.”)

- The PSG must be an actual outcome and not an activity or process. “Seeks,” “pursues,” “continues,” and “applies” are processes, not outcomes. “Applying” to a college or “seeking” employment is therefore not considered a measurable outcome.

- The use of one word such as “military,” “nurse,” or “college,” is not a measurable PSG. The outcome must be stated as an end result; “The student will enlist in the Army.”

- The PSG should succinctly state what the student will do and be based on findings from transition assessments conducted with the student.

- For a student with significant support needs, it may (depending on the individual needs of the student) be acceptable to state, “Due to the significant support needs of this student, there are no postsecondary employment (and/or education) goals.” In this rare instance, the student must have an independent living skills PSG, and the IEP would strongly focus on independent living skills based on the student’s unique and individual needs.

- PSGs in education/training, career/employment, and if appropriate, independent living, must have corresponding annual goals and transition services.

Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.

REVISED July, 2009
**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS**

**INDICATOR 13, QUESTION 1**

Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>NON-EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>After high school, Jennifer <strong>will be</strong> an auto mechanic.</td>
<td>After high school, Jennifer plans to be an auto mechanic.</td>
</tr>
<tr>
<td>After high school, Leon <strong>will work</strong> in the fast food industry.</td>
<td>After high school, Leon is considering working in fast food.</td>
</tr>
<tr>
<td>After high school, Mallory <strong>will work</strong> competitively, full-time.</td>
<td>After high school, Mallory hopes to work full-time.</td>
</tr>
<tr>
<td>After high school, Marcus <strong>will work</strong> competitively with support.</td>
<td>After high school, Marcus will need support.</td>
</tr>
<tr>
<td>After high school, Teresa <strong>will attend</strong> college.</td>
<td>After high school, Teresa will apply to college.</td>
</tr>
<tr>
<td>After high school, Zach <strong>will participate</strong> in on-the-job-training.</td>
<td>After high school, Zach will continue on-the-job-training.</td>
</tr>
<tr>
<td>After high school, Samantha <strong>will live</strong> independently.</td>
<td>Independent.</td>
</tr>
<tr>
<td>After graduation, Bill <strong>will live</strong> at home and participate to the maximum extent possible in his daily routines (e.g. feeding, dressing, bathing, etc.) through the use of technology.</td>
<td>Home with parents.</td>
</tr>
<tr>
<td>Following Devon’s aging out of the school system, he <strong>will not work</strong> until support services are available from the local community center board.</td>
<td>Devon will be referred to adult services.</td>
</tr>
<tr>
<td>Following graduation, Ashley <strong>will have volunteer positions</strong> in the community with support of the local community center board, but not paid employment.</td>
<td>Volunteer.</td>
</tr>
</tbody>
</table>

REVISED July, 2009
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 2
Is (are) the postsecondary goal(s) updated annually?

An IEP that is compliant in the area of annually updating postsecondary goals will meet the following criteria:

- The postsecondary goal(s) for education or training, employment, and as needed Independent Living, is (are) documented in the student’s current IEP.

Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.

REVISED July, 2009
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS

INDICATOR 13, QUESTION 3

Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demand of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Plan,” (Sitlington, Neubert, Leconte, 1997, p. 70-71). Age-appropriate means a student’s chronological, rather than developmental age.

KEY POINTS:

- Transition assessment leads to the development of measurable postsecondary goals, courses of study, transition services, annual goals, agency linkages, and the Summary of Performance (SOP).
- Transition assessment could include aptitude, achievement, behavior, skills, and personality evaluations, as well as interests and preferences.
- Transition assessment must be comprehensive and more than a single “snapshot.”
- Transition assessment data can be gathered through a combination of methods, including computer or web-based assessments; paper and pencil tests; structured student and family interviews; observational school, community or work-based assessments (situational); and curriculum-based assessments.
- Assessments can include formal and informal measures.
- Transition assessment can include information from a variety of sources including state, district and/or school wide assessments and student record review. Review those assessments through a “transition lens.”
- Access assessment information and resources through the Guidance Counseling Office or Career Center in your district, the local Workforce Center or DVR. With parent permission and assistance you may be able to access information about the student’s participation in outside activities such as 4-H, Scouts, church or volunteer activities.
- When the assessment is specific and individualized to a student AND impacts a student’s eligibility for special education and related services or changes those services, it is an evaluation under IDEA and requires parental consent.

Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.

REVISED July, 2009
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS

INDICATOR 13, QUESTION 3

Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

On the new state recommended IEP form, there is a separate space for transition assessment in Section 6, Present Levels. Include here the name of the assessment(s), who administered it, and when. The results of the transition assessment should be included here or in the other areas of Section 6, Present Levels. Assessment should be used to develop the postsecondary goals, transition services, course of study, and annual goals. A process should be evident (e.g. data were obtained over time and not just from one “snapshot,” or a comprehensive assessment(s) is used).

An IEP that is compliant in the area of transition assessment will meet the following criteria:

- Assessment is used to provide information on the student’s strengths, needs, preferences, and interests regarding postsecondary goals. (Although it is acceptable for the IEP to describe future transition assessments, there must be evidence that transition assessment was completed and considered prior to development of the current IEP.)

- The results of transition assessment are used in the development of the transition IEP—postsecondary goals, transition services, course of study, and annual goals.

- There is no indication that the sources of information are not age-appropriate.
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 4
Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

KEY POINTS:

- Transition services are a “coordinated set of activities” leading toward the measurable postsecondary goals. Activities are not annual goals; they are the things/ steps/actions that should happen to help the student achieve their postsecondary goals.

- The activities should include what each party will do and demonstrate coordination between general education, special education, related services, family, student and outside agencies/services or supports. Linkages and services provided by an outside agency can be described in the “Agency that may provide transition services” box on the IEP.

- Transition services must be stated as, “The _______ (e.g. adults in the school, adults working for other agencies, adults in the community, or parents) will provide...” and not stated as what the student needs or what the student will do.

- Transition services must be specific and individualized for the student. They should not focus on what every other student is also receiving (e.g. earn a diploma, take CSAP, receive accommodations and/or modifications).

- Related services (defined in ECEA 2.37) include transportation, physical and occupational therapy, psychological services, speech/language, etc., and must be related to the PSG.

- A school may provide the active facilitation of linkages and referral to an adult agency; however, it may not commit another agency to providing services without the involvement and approval of that agency.

Please note that the state recommended IEP forms do not prompt for the five areas required to be considered when planning transition services: Instruction, Related Services, Employment and Other Post-School Adult Living Objectives, Functional Vocational Evaluation (when appropriate), and Acquisition of Daily Living Skills (when appropriate). A sample page from the new IEP form is included to illustrate how a staffing team could include each area for consideration.

Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.

REVISED July, 2009
**TRANSITION SERVICE**

Please note that the new, state recommended IEP forms do not specifically prompt for the required areas (ECEA 2.51) to consider when describing transition services. One way to assure that all areas are considered by the staffing team is described below (e.g. when addressing the Postsecondary Education/Training Goal, always consider instruction and related services.) Although each area for transition services could be considered under each of the postsecondary goals, following this format would assure that the IEP staffing team does consider each area.

<table>
<thead>
<tr>
<th>SECTION 8: POST-SCHOOL CONSIDERATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)</td>
<td></td>
</tr>
</tbody>
</table>

**Post-School Education/Training Goal** (from Section 6: Measurable Post-School Goals): 300.320(b)(1)

- Planned Course of Study: 300.320(b)(2)

**Transition Services and Activities:** 300.320(b)(2) Minimally, **INSTRUCTION** and **RELATED SERVICES** should be considered here.

**Instruction** refers to the services and activities that are typically a part of the teaching and learning process, usually provided in schools through academic instruction in general and/or special education classes, and could include career and technical education or advanced placement course(s) and/or instruction to learn a particular skill. Instruction can take place in other settings. Instruction is not a restatement of accommodations/modifications.

**Related Services** include transportation, psychological services, physical and occupational therapy, orientation and mobility services, etc. Any related services should link to post-school goals.

Agency/community supports that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting

**Career Employment Goal** (from Section 6: Measurable Post-School Goals) 300.320(b)(1)

- Planned Course of Study: 300.320(b)(2)

**Transition Services and Activities:** 300.320(b)(2) Minimally, **EMPLOYMENT** and **OTHER POSTSECONDARY ADULT LIVING OBJECTIVES** and **FUNCTIONAL VOCATIONAL EVALUATION (WHEN APPROPRIATE)** should be considered here.

**Employment** refers to activities/strategies that focus on the development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and employment. Employment services could be provided by the school in the form of classes which address career and job awareness and exploration, or through community vocational training experiences.

**Other Postsecondary Living Objectives** include activities important to adult living such as managing a budget, renting a home, completing tax forms, registering to vote, accessing medical services, obtaining Social Security income (SSI), etc. It could also include accessing community services/activities such as transportation, local library, recreation center, church, volunteer opportunities, etc.

**Functional Vocational Evaluation (when appropriate)** is a specific, targeted performance assessment process to measure the endurance, strength, motor coordination skills and emotional capacities of a person when performing essential job related tasks.

Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting

**Independent Living Skills Goal (when appropriate)** (from Section 6: Measurable Post-School Goals): 300.320(b)(1)

- Planned Course of Study: 300.320(b)(2)

**Transition Services and Activities:** 300.320(b)(2) Minimally, **ACQUISITION OF DAILY LIVING SKILLS (WHEN APPROPRIATE)** should be included here.

**Acquisition of Daily Living Skills (when appropriate)** includes activities that adults do every day or on a regular basis such as preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, maintaining personal hygiene, etc.

Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS

INDICATOR 13, QUESTION 5

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

KEY POINTS:

- The course of study is a multi-year description of coursework to achieve the student’s desired post-school goals from the student’s current to anticipated exit year.

- The course of study describes the courses needed by this particular student to align with the identified postsecondary goals. The description may be an individualized list of courses and/or a narrative focusing on specific skills/knowledge to be learned.

- The course of study must be more specific and individualized than simply stating, “Will complete graduation requirements” or attaching a list of credit requirements. If the district provides an individualized four year plan for each student, then that would be acceptable if it provides a clear description of course needs leading to identified postsecondary goals while working toward the attainment of a diploma or other completion document.

- The course of study should reflect the student’s preferences and interests and be related to student needs.

- The course of study could reflect skills rather than just course titles to be obtained through classes; e.g., skills to develop a resume will be included in English III.

- The course of study should stand up to the “Stranger Test” – is this clear and transferable to another school; e.g., can another school build a schedule based on this information?

- The state recommended IEP form divides the course of study into three separate areas as each relates to the specific post school goals.

Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.

REVISED July, 2009
## TIPS FOR MEETING INDICATOR 13 REQUIREMENTS

### INDICATOR 13, QUESTION 5

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

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>NON-EXAMPLES</th>
</tr>
</thead>
</table>
| **Under PSG Education/Training:**  
* PSG “Josh will go to college.”*  
Josh will enroll in the college preparatory courses at the high school and receive support in the areas of study skills, time management, organizational skills, and self-advocacy skills for the next three years.  
| Will take required classes to earn a diploma.  
- Not linked to PSGs  
- Addresses general credit, not individualized courses |
| **Under PSG Career Employment:**  
* PSG “Sarah will work full time in retail.”*  
Sarah will join the DECA club or theater group for practice with social and communication skills. She will enroll in English classes for the next two years that include a speech unit.  
| Currently enrolled in an English class that features a speech unit and is performing in the spring play.  
- Not multi-year |
| **Under PSG Education/Training:**  
* PSG “Mason will attend college for a career as an elementary art teacher or photographer.”* Currently a senior.  
12th grade: AP English, Government, Consumer Math, Studio Art, Advanced Photography, work study at elementary school.  
| See attached list of graduation requirements.  
- Not linked to PSGs  
- Addresses general credit, not individualized courses |
| **Under PSG Career Employment**  
* PSG “Jonas will join the Navy to be an underwater welder.”*  
Jonas has earned 126.2 credits. He will continue classes in the ACE program to work on job related skills and will enroll in the FRCC welding program during his senior year.  
| Career exploration and functional math.  
- Not multi-year  
- Not linked to PSGs |
| **Under PSG Independent Living Skills**  
* PSG “Jerry will live at home with extended family and participate as much as possible in daily routines.”*  
Jerry will receive specially designed instruction with an alternate curriculum, including instruction focused on self-care, throughout his high school career.  
| Will earn credits toward a diploma.  
- Not linked to PSGs  
- Addresses general credit, not individualized courses |

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REVISED July, 2009
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 6
Is (are) there **annual IEP goal(s)** related to the student’s postsecondary goals/transition services needs?

KEY POINTS:

- Annual goals state what the student will do or learn **within the next year** that relate to the student’s transition services needs and will move the student toward achieving their postsecondary goals (PSG).

- The linkage between the annual goal and the PSG/transition services needs must be direct and specific. If someone were to pick up the IEP and go directly to the annual goals, he/she should be able to predict the PSG/transition services needs with a high degree of accuracy.

- It is not enough to simply **state** that a linkage exists (e.g. “In order to be a coal miner, the student must read and write for a variety of purposes.”) The linkage must be direct and specific (e.g. “In order to be a coal miner, the student must be able to read safety manuals, which are written at an 8.0 GL.”)

- Adding the words “for life” or “for work” after a goal is not enough to demonstrate linkage.

- Annual goals should link to a content standard/access skill, but a content standard is not, by itself, an annual goal.

- Academic goals should be related to PSGs/transition services needs. Be direct and specific.

- Behavioral goals should be related to PSGs/transition services needs. Be direct and specific.

- All annual goals should be SMART:
  - Specific
  - Measureable
  - use Action words (you should be able to literally see what’s happening)
  - Realistic and relevant
  - Time limited

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*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

REvised July, 2009
## TIPS FOR MEETING INDICATOR 13 REQUIREMENTS

**INDICATOR 13, QUESTION 6**

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

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>NON-EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In order to be successful in college classes,</strong> Jerry will improve his reading skills. <em>(Specific objectives or measurable goals will delineate exactly what skills he will be working on during the next year.)</em></td>
<td>Jerry will read and write for a variety of purposes.</td>
</tr>
<tr>
<td>Maria will improve math skills to create a budget and balance a checking account <strong>in order to live independently.</strong> <em>(Specific objectives or measurable goals will focus on the skills needed to budget and balance a checking account.)</em></td>
<td>Maria will improve her math computational skills for life.</td>
</tr>
<tr>
<td>Jackson will <strong>research the admission requirements for three colleges which offer a major in graphic design and compare those requirements to his current course of study.</strong></td>
<td>Jackson will look at colleges.</td>
</tr>
<tr>
<td>Elizabeth will use eye gaze to <strong>select between options in order to communicate preferences across settings.</strong></td>
<td>Elizabeth will use eye gaze to communicate more effectively in the 10th grade resource room.</td>
</tr>
<tr>
<td><strong>In order to be successful in a post-school job,</strong> Daniel will utilize strategies to focus on a task for at least 15 minutes without prompting or re-direction. <em>(Specific objectives or measurable goals will describe incremental steps, based on the student’s current baseline.)</em></td>
<td>Daniel will learn to focus better and ignore distractions.</td>
</tr>
<tr>
<td><strong>In order to communicate effectively in the workplace,</strong> Heather will improve pragmatic language skills, particularly asking for assistance when needed, using appropriate greetings, and listening for directions.</td>
<td>Heather will speak clearly and effectively for a variety of purposes.</td>
</tr>
<tr>
<td>Karl will learn and utilize strategies to track materials and tasks <strong>in order to be successful at work and in school.</strong></td>
<td>Karl will attend all classes and be prepared.</td>
</tr>
<tr>
<td>Shawna will increase her reading to an 8.0 GL <strong>in order to read coal mining safety manuals.</strong></td>
<td>In order to be a coal miner, Shawna will read and write for a variety of purposes.</td>
</tr>
</tbody>
</table>
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 7
Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

An IEP that is compliant in the area of student invitation will meet the following criteria:

- There is documented evidence in the IEP or educational file that the student was invited to participate in his/her IEP Team meeting prior to the day of the meeting.
  - Notice of Meeting addressed specifically to student (may be co-addressed with parents), or
  - Copy of a separate invitation to the student, or
  - Record of telephone log that verifies student invitation, or
  - Documentation of verbal invitation.

- The inclusion of the student’s name on the list of who will be invited on the Notice of Meeting does not constitute an invitation to the student.

- A student’s signature of attendance on the participants’ page of the IEP will not meet this compliance requirement. There must be an invitation that specifically names the student and is dated prior to the date of the meeting.
TIPS FOR MEETING INDICATOR 13 REQUIREMENTS
INDICATOR 13, QUESTION 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?

KEY POINTS:

- An adult agency representative is only required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. You may choose to invite agency representatives earlier in the planning process.

- You must have written permission from parents before you invite an agency representative to attend any IEP meeting. This written permission must be obtained each and every time you invite an outside agency.

- Exception: If an agency (e.g. DYC, DHS) has a custodial role with the student, parental consent to invite the agency representative is not required.

- SWAP providers are district employees so written permission is not required for them to attend an IEP meeting. However, written permission is required in order to share any information with the DVR Counselor.

- Evidence that this area is compliant will be determined by reviewing the student’s educational file for both the PARENTAL CONSENT and the AGENCY INVITATION.

- Actively facilitate linkages to the appropriate agencies. Linkages could be an appropriate transition service. Linkages can be effectively facilitated outside of the IEP meeting. Work with your local agency partners to establish relationships and to develop strategies.

- If an adult service agency is not currently needed, a simple description reflecting why should be included.

- The State recommended IEP form has a specific prompt in Section 8, “Agency that may provide transition services in the coming school year,” to record information regarding adult agencies.

Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.

REVISED July, 2009
**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS**

**INDICATOR 13, QUESTION 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?

<table>
<thead>
<tr>
<th>Is an outside agency likely to provide and/or pay for transition services <strong>within the next year</strong> as evidenced by indication on the Notice of Meeting that the agency representative will be invited?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
</tr>
<tr>
<td>Is parental consent to invite an agency in the file?</td>
</tr>
<tr>
<td>Is there evidence the agency was invited?</td>
</tr>
<tr>
<td>If YES to both questions above, the IEP meets compliance requirements in this area.</td>
</tr>
<tr>
<td>If NO to either question above, the IEP does <strong>not</strong> meet compliance requirements.</td>
</tr>
<tr>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>Nothing further required.</td>
</tr>
<tr>
<td>This IEP meets compliance requirements.</td>
</tr>
</tbody>
</table>
APPENDIX 12

Idaho’s Secondary Transition Student (ages 16 through 21 years) IEP Individual File Review Checklist

Note: These materials represent the previous version of I-13 and have been, or are the process of being revised based on the new definition.
Secondary Transition Student (Ages 16-21)
IEP Individual File Review Checklist

District___________________________ Reviewed by __________________________
Name of Student _______________________ Date of Birth____________ Grade_____
Category of Eligibility ___________ Student’s Primary language __________________
Current Annual IEP Date______________ LEP? Yes No
Previous Annual IEP Date___________ Eligibility Report Date_____________

It is not necessary to go back more than 3 years for any items or dates.

<table>
<thead>
<tr>
<th>Component</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parent meeting invitation indicates transition will be discussed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Parent meeting invitation includes student on list of those invited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Permission sought to invite outside agency.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. IEP includes PLOP for post secondary goals and transition services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student input included in IEP development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. IEP includes measurable Post School Goals covering education or training, employment and, as needed independent living</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Post School Goals are developed based on information gathered through age appropriate assessment in transition related areas, including a functional vocational evaluation if needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. IEP includes a Course of Study (embedded or attached) to reach their post school goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. IEP includes Transition Services (activities, related services) to reach their identified Post School Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. IEP annual goals assist the student to reach their identified Post School Goals</td>
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</tr>
<tr>
<td><strong>11.</strong></td>
<td>Items 6, 7, 8, 9 and 10 are ALL answered 'Yes''</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Transition Services (activities, related services) are provided for <strong>Post Secondary Education or Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>13.</strong></td>
<td>Transition Services (activities, related services) are provided for <strong>Employment/Career</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.</strong></td>
<td>Transition Services (activities, related services) are provided for <strong>Community Participation</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>15.</strong></td>
<td>Transition Services (activities, related services) are provided for <strong>Independent Living</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16.</strong></td>
<td>Transition Services (activities, related services) are provided for <strong>Adult Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17.</strong></td>
<td>Graduation discussed accommodations and/or adaptations to state and/or district graduation requirements are included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18.</strong></td>
<td>10th grade performance standard’s graduation requirements are addressed and plan in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>19.</strong></td>
<td>Transfer of Rights discussed and documented no later than age 17yrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>20.</strong></td>
<td>A Summary of Performance is completed if student graduated or reached maximum age</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Return to Step 3: Train your observers*
APPENDIX 13

Idaho’s Secondary Transition Student (ages 16 through 21 years) IEP Individual File
Review Checklist, Directions for Use

Note: These materials represent the previous version of I-13 and have been, or are the
process of being revised based on the new definition.
# Secondary Transition Student (ages 16 through 21 years)
## IEP Individual File Review Checklist
### DIRECTIONS FOR USE

<table>
<thead>
<tr>
<th>Item</th>
<th>Explanation of Item</th>
</tr>
</thead>
</table>
| **1.** Parent notice indicates transition will be discussed | ● Development of secondary transition services is indicated on the invitation  
Chapter 5 Section 2K pg 95  
CFR 300.322 Parent Participation |
| **2.** Parent meeting invitation includes student on list of those invited | ● The student is listed in the list of those invited to the meeting  
Chapter 5 Section 1F pg 79  
CFR 300.321 IEP Team |
| **3.** Permission sought to invite outside transition agency. | ● Transition agency Form 440 filled out and signed prior to inviting them to the IEP meeting  
Chapter 5 Section 1D pg 78  
CFR 300.321 IEP Team |
| **4.** IEP includes PLOP for transition services | ● Addresses the preferences, interests, strengths and needs of students  
Chapter 5 Section 2C pg 81  
Chapter 5 Section 2K pg 95  
CFR 300.320 |
| **5.** Student input included in IEP development. | ● Statement located with Post School Goals, or on annual goals that says how the student provided input.  
● Possibly through assessment, interviews, development of draft IEP  
Chapter 5 Section 1D pg 77  
Chapter 5 Section 1F pg 79  
CFR 300.321 |
<table>
<thead>
<tr>
<th></th>
<th>IEP includes measureable Post School Goals covering education or training, employment and, as needed, independent living</th>
</tr>
</thead>
</table>
|   | • Address post high school expectations  
|   | • These should be measurable (observable) goals that the student identifies for him/herself 1 year after high school graduation.  
|   | • These are not written as a typical annual goal is with all the needed mastery criteria. It reflects what the student will be doing one year after graduation.  
|   | • A Post School Goal is written as a goal that reflects what will be taking place for the student one year after leaving school.  
|   | • You MUST include an **education/training** goal AND an **employment** goal. Include an **independent living** goal if the student needs to identify one.  

**Examples:**

1. One year after completing her high school education, Pat will attend a four year college and complete a bachelor’s degree and then work within the field of her choice.
2. One year after completing her high school education, Tony will obtain a sales job in the field of electronics where he will receive training on the job.
3. One year after completing his high school education, Terry will live with friends in an apartment. Terry will volunteer in a day care setting and receive training with a job coach.

*Chapter 5 Section 2K.1.b pg 95  
CFR 300.320*
### 7. Post School Goals

Post School Goals are developed based on information gathered through age appropriate assessment in transition related areas, including a functional vocational evaluation if needed.

- Assessment information should be recorded within the “Assessment Summary for transition services planning” area.
- Remember that transition assessment is not the type of assessment that you take a student out of class for one hour to give them a pencil and paper test. Rather it is a gathering of information over time from multiple sources. This can include an instrument such as the Transition Planning Inventory to assist in pulling together information. You may also include things such as job try-outs; end of course assessments, class grades, learning styles inventories, etc.
- The important thing to remember is that the assessment needs to be completed early enough to be used during the IEP team meeting.
- A functional vocational evaluation is a systematic, ongoing process designed to help students and their parents understand a young person's vocational preferences and potential. The assessment process may include observations, anecdotal information, on-the-job-try-outs, classroom performance examples, tests, and work samples. It provides information on the student's:
  - career development background (e.g., awareness);
  - interests;
  - aptitudes;
  - special needs;
  - learning style(s);
  - work habits and behaviors;
  - personal and social skills;
  - values and attitudes towards work;
  - self-concept; and
  - work tolerances.

Chapter 5 Section 2K.1.a pg 95  
CFR 300.320

### 8. IEP includes a Course of Study (embedded or attached) to reach their post school goals

- Under the “High School Graduation Consideration” section, the box is checked that states “A parent approved student learning plan (course of study) is attached or documented below” and either a plan is attached to the IEP or the table directly below the statement is filled out. The plan MUST be attached if the table is not filled out. This plan needs to reflect the full high school program, which is reviewed and updated annually.

Chapter 5 Section 2K.1.c pg 95  
CFR 300.320
<table>
<thead>
<tr>
<th>9.</th>
<th><strong>IEP includes Transition Services (activities, related services) to reach their identified Post School Goals</strong></th>
</tr>
</thead>
</table>
| • List any services that the student would need to reach their goals; this can be accomplished by documentation on the ‘Transition Activities’ area.  
• Includes things such as instruction, related services, community experiences, employment preparation, adult living preparation, daily living skills, and a functional vocational evaluation  
• They are not to be written as a PLOP, but as a statement of what the student will do in each of these areas in the IEP year. They do not need to be written as annual goals.  
• It should be clear that the services described are working toward the identified post school goal(s). |

Chapter 5 Section 2K.1.c pg 95  
CFR 300.320

<table>
<thead>
<tr>
<th>10.</th>
<th><strong>IEP annual goals assist the student to reach their identified Post School Goals</strong></th>
</tr>
</thead>
</table>
| • The annual goals are written to address the skill areas identified in the Post School Goal section filled out earlier in the IEP.  
• The annual goals are a part of the ‘coordinated set of activities’ discussed in IDEA definition of Secondary Transition. They are to be developed to support the achievement of Post School Goals and Activities.  
• The monitoring and achievement of annual goals will assist in determining if the student is making progress toward their post school goal and whether adjustment needs to be made to the post school goal or to the annual goals.  
• You may use the Basic Workplace Competencies to address the need to identify a content standard for an annual goal. Some secondary transition goals do not align easily with the content standards. The Basic Workplace Competencies will ‘equal’ the content standards for these annual goals. You may consider using both the standards and the competencies for certain annual goals. You can find the Basic Workplace Competencies at [http://www.pte.state.id.us/wkplcmp/cmptencs.htm](http://www.pte.state.id.us/wkplcmp/cmptencs.htm) |

Chapter 5 Section 2C pg. 81  
CFR 300.320 & 300.43
11. **Items 6, 7, 8, 9 and 10 are ALL answered 'Yes'**

- IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

  Answer “yes” if **all** of the following items are answered “yes”

- IEP includes measureable Post School Goals covering education or training, employment and, as needed, independent living (Item 6)

- Post School Goals are developed based on information gathered through age appropriate assessment in transition related areas, including a functional vocational evaluation if needed (Item 7)

- IEP includes a Course of Study (embedded or attached) to reach their post school goals (Item 8)

- IEP includes Transition Services (activities, related services) to reach their identified Post School Goals (Item 9)

- IEP annual goals assist the student to reach their identified Post School Goals (Item 10)

  State Performance Plan Indicator 13

12-16

**Transition Services are provided in:**

- Use assessment information to identify needs
- Need to be written in a complete or statement form, not phrases or single words
- List any services that the student would need to reach their goals; this can be accomplished by documentation on the ‘Transition Activities’ area.
- Includes things such as instruction, related services, community experiences, employment preparation, adult living preparation, daily living skills, and a functional vocational evaluation.
- These are the transition services and activities that need to be address throughout the year.
- They are not to be written as a PLOP, but as a statement of what the student will do in each of these areas in the IEP year.
- They do not need to be written as annual goals.
- It should be clear that the services described are working toward the identified post school goal (s).

  Can include things such as; visiting college campus and meeting with disability service personnel, job shadows, learning to get around their community, budgeting, shopping, participation in school clubs, meeting with vocational rehabilitation, participating in the ASVAB assessment, meeting with school counselor to review course completion or communication.

  Chapter 5 Section 2K.1.c pg 95
  CFR 300.320
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 17. | Graduation discussed accommodations and/or adaptations to state and/or district graduation requirements are included. | - Appropriate box checked and graduation date filled in.  
**Anticipated Graduation Date:** For some students you might have two dates here. If a student will stay until 21 and you will have them participate in ‘social graduation’ then you should put the date that the ‘social graduation’ will occur followed by the date that the student will complete their school program and ‘exit’.  
- Any accommodations or adaptations to district and/or state requirements are listed (courses, method of skill demonstration, activities)  
- When addressing graduation the IEP team must be knowledgeable about the state and district graduation requirements.  
- Graduation requirements include more than just the ISAT proficiency demonstration such as subject area credits and senior projects. All must be considered and accommodations and/or adaptations made based on the individual student needs and the IEP team decisions.  
Chapter 7 Section 2A.4 pg 111  
IDAPA 08.02.03.105.05 |
| 18. | 10th grade performance standard’s graduation requirements are addressed and plan in place | - If a student will not use the ISAT, the IAA or the district’s alternate mechanism to demonstrate proficiency, the method they will use must be written in the IEP.  
Chapter 7 Section 2A.5 pg 112  
IDAPA 08.02.03.105.03 |
| 19. | Transfer of Rights discussed and documented no later than age 17 yrs | The appropriate box is checked on the IEP  
Chapter 5 Section 2K.2 pg 95-96  
CFR 300.320 |
| 20. | A Summary of Performance is completed if student graduated or reached maximum age. | This would only be seen in files that are from students who have already graduated or reached maximum age.  
Chapter 7 Section 1A pg 109  
CFR 300.305 |

**Return to Step 3: Train your observers**
APPENDIX 14

NSTTAC Materials (PowerPoint)
Secondary Transition Indicator 13: What Is It and Where Can I Find Resources?

David W. Test

Exceptional Children Division's 59th Conference on Exceptional Children, Greensboro, NC, November 3, 2009

National Secondary Transition Technical Assistance Center

Indicator 13: 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)]

Purpose: To help SEAs establish a routine/process for collecting Indicator B-13 data that are both valid and reliable.

I-13 Checklist Questions

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
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?

Using Transition Indicators to Improve What NC Does

Post-School Outcomes
- Indicators:
  - 2004: 57% graduation
  - 2005: 57% graduation

Drop-Out Rate
- Indicators:
  - 2007: No Data Reported
  - 2008: 7.4% (73%)
  - 2009: 8.8% (73%)

Graduation Rate
- Indicators:
  - 2007: 53.3% (52%)
  - 2008: 45.1% (95%)
  - 2009: 56.3% (95%)

IEP Quality?
- Indicators:
  - 2007: 66.6%
  - 2008: 92.5%
  - 2009: 83.3%
A Lengthy, but Fast-Paced, Example of NSTTAC’s I-13 Training

- We start by having participants evaluate an IEP using the I-13 checklist
  - Provide one or two example IEPs to use
    - or
  - Have participants bring an IEP with them

Writing Postsecondary Goals
**Postsecondary Goals**

- Measurable = Countable
- Identifies an outcome, not a process
- One goal for each adult outcome area
- Adult Outcome Areas
  - Education or Training (required)
  - Employment (required)
  - Independent Living (when appropriate)

**Postsecondary Goal Questions**

- Where will student work or engage in productive activities after graduation?
- Where and how will student continue to learn and/or develop skills after graduation?
- Where will student live and how will he or she access adult services, participate in the community, and have fun after graduation?

**A Helpful Formula**

\[
\text{[Other high school]} \quad \text{will} \quad \text{[The Student]} \quad \text{[Behaviors]} \quad \text{[Where and how]}
\]

**Postsecondary Goals: Students with Mild Disabilities**
Examples of Postsecondary Goals

Education/Training:
- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

Employment:
- Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle’s shop to gain experience in the automotive repair industry.

Examples of Postsecondary Goals

Independent Living:
- After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others’ safety.

Examples of Postsecondary Goals

Postsecondary Goals: Students with Moderate Disabilities

Education/Training:
- After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community.

Employment:
- After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.
Examples of Postsecondary Goals

Independent Living:
- After high school, Lissette will live semi-independently with a roommate in an assisted living apartment with supports provided through DD Services
- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

Examples of Postsecondary Goals

Education/Training:
- After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

Employment:
- After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

Examples of Postsecondary Goals

Independent Living:
- After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.

Postsecondary Goals: Students with Severe Disabilities
Practice Writing Measurable Postsecondary Goals

1. Provide Example and Non-examples, as well as rationale for answers
2. Have participants generate own examples

North Carolina's Definition

- And... where would this information be found in the IEP?

Age-Appropriate Transition Assessment

Transition Assessment

“...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)”

(The Division on Career Development and Transition of the Council for Exceptional Children)
**Transition Assessment Questions**

- Where is the individual presently?
- Where is the individual going?
- How do we get the individual there?

*(Colorado DPI, 2005)*

---

**Jamarreo**

- According to the WAIS-R administered on 09/10/09, Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range.
- An audiological report was completed as part of the three year reevaluation.
- Jamarreo reported to his special education case manager on 3/22/06 during an informal interview that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career.

---

**Lissette**

- Results of performance on state mandated assessments taken during high school indicate Lissette is performing below average in math, reading, and written expression.
- Results of an adaptive behavior checklist completed by the teacher during Lissette's 10th grade indicate she has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.

---

**Lilly**

- Anecdotal records for an observation period of 10 days indicate that Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers.
- A portfolio assessment indicates that Lilly accesses the general education curriculum through extension activities.
- Results of a physical therapy evaluation indicate Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities.
Do Practice Activities and North Carolina’s Definition Here

- And... Where would this information be found in the IEP?

Transition Services

- Should focus on academic and functional achievement to facilitate movement from school to post-school life
- For each postsecondary goal, transition services can include:
  - Instruction
  - Related Services
  - Community Experience
  - Development of Employment and Post-School Objectives
  - Acquisition of Daily Living Skills (if appropriate)
  - Functional Vocational Evaluation (if appropriate)

Transition Service Questions

- What experiences must the student participate in this academic year that are necessary for achieving the identified post-secondary goals?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- Do we know enough about this student’s vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?
**Jamarreo**

**Education/training:**
- Social skills training
- Instruction related to on the job safety
- Self-determination training
- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

**Employment:**
- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid)

---

**Lissette**

**Education/training:**
- Instruction on Community Safety skills
- Travel instruction
- Math instruction - money usage, telling time
- Literacy instruction related to sight word identification
- Instruction related to community safety at the YMCA

**Employment:**
- Purchase a monthly bus pass
- Safety skills in the community
- Learning to use the pull cord to identify her upcoming stop

---

**Lilly**

**Education/training:**
- Self-care skill instruction
- Instruction in use of augmentative devise

**Independent living:**
- Community-based independent and community living instruction
- Visits to recreational agencies/facilities in the community

**Functional/Vocational Evaluation:**
- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity
- Ecological Assessment

---

**Do Practice Activities and North Carolina’s Definition Here**

- And... Where would this information be found in the IEP?
Courses of Study

Course of Study Aligned with Post-Secondary Goals

- A multi-year description of coursework to achieve the student’s desired post-school goals from the student’s current to anticipated exit year

(Storms, O’Leary, & Williams, 2000)

Course of Study Questions

- Is a course of study already identified for this student?
- Is this course of study aligned with the student’s post-secondary goals?

Jamarreo

Courses Jamarreo will take his final year of high school include:
- English IV (1 Credit)
- Mathematics, Ill (1 credit)
- Science (1 Credits)
- Demonstration of proficiency in state testing of computer skills
- Career/Technical (1 Credits)
- Electives (1 Credits)
**Lissette**

Courses Lissette will take each year of high school include:

- Functional Math I, II, III, IV (4 Credits)
- Functional Reading I, II, III, IV (4 Credits)
- Introduction to Cooking I, II, III, IV (4 Credits)
- Safety in the Community I, II, III, IV (4 Credits)
- Recreation Leisure I, II, III (3 Credits)
- Work Study Skills I, II, III, IV (4 Credits)

---

**Lilly**

Course of study for Lilly during high school include:

- Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science
- Course include:
  - Algebra – using extended content standards
  - Life Science – using extended content standards
  - English/Language Arts – using extended content standards

---

**Do Practice Activities and North Carolina’s Definition Here**

- And... Where would this information be found in the IEP?

---

**Aligning Annual IEP Goals**

- SET GOALS
Annual IEP Goals

- For each post-secondary goal, there must be an annual goal or goals included in the IEP that will help the student make progress towards the stated post-secondary goals.

Annual IEP Goal Questions

- What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?
- What skills and knowledge does the student currently have that support their post-secondary goals?

A Helpful Formula

Given: [condition] (student) will (behavior) (criteria) (time frame) e.g.: direct instruction modeling peer tutoring

Annual IEP Goals: Students with Mild Disabilities
**Jamarreo**

**Postsecondary Education/Training Goal:**
- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

**Annual IEP Goal:**
- Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.

**Postsecondary Employment Goal:**
- Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle’s shop to gain experience in the automotive repair industry.

**Annual IEP Goal:**
- Given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will complete an application with 100% accuracy by the end of the 1st school semester.

**Postsecondary Independent Living Goal:**
- After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others’ safety.

**Annual IEP Goal:**
- Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2009.

**Annual IEP Goals:**
**Students with Moderate Disabilities**
**Lissette**

**Postsecondary Education/Training Goal:**
- After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community.

**Annual IEP Goal:**
- Given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.

---

**Lissette**

**Postsecondary Employment Goal:**
- After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

**Annual IEP Goal:**
- Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester.

---

**Lissette**

**Postsecondary Independent Living Goal:**
- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

**Annual IEP Goal:**
- Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.

---

**Annual IEP Goals:**

**Students with Severe Disabilities**
**Lilly**

**Postsecondary Education/Training Goal:**
- After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

**Annual IEP Goal:**
- Given two physically or auditorially presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2009.

---

**Lilly**

**Postsecondary Employment Goal:**
- After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

**Annual IEP Goal:**
- Given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and content during a 20 minute session during one school semester.

---

**Lilly**

**Postsecondary Independent Living Goal:**
- After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.

**Annual IEP Goal:**
- Given physical prompts and picture schedule, Lilly will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2009.

---

**Do Practice Activities and North Carolina’s Definition Here**

- And... Where would this information be found in the IEP?
**Invitation to Student**

- For the current year, is there evidence in the IEP or cumulative folder that the student was invited to attend the IEP team meeting?

---

**Invitation to Student**

- Example:
  - A letter, inviting the student to the IEP meeting, is in the student’s file.

- Non-example:
  - A box is checked indicating that the student did not attend the IEP meeting.
    - While student attendance is not a component of this item, there is no indication in this documentation that the student was invited prior to the meeting.

---

**Do Practice Activities and North Carolina’s Definition Here**

- And... Where would this information be found in the IEP?
Evidence of Coordination

- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency?
  - If so, include:
    - Agencies identified that would provide or pay for post-secondary services
    - Evidence of parent consent (or student consent at age of majority) to invite agencies
    - Evidence that agencies were invited to the IEP meeting

Jamarreo

- A consent form signed by Jamarreo, who is 19, indicating that the LEA may contact Central Piedmont Community College
- An invitation to conference in the file for a representative of the job training program at CPCC

Evidence of Agency Coordination

Lissette

- A consent form signed by Lissette’s mother, indicating that the LEA may contact the Vocational Rehabilitation office and the Down Syndrome Association (DSA)
- An invitation to conference in the file for a rehabilitation counselor and a representative of the DSA
Lilly

- A consent form signed by Lilly’s mother indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for evaluation services.
- A consent form signed by Lilly’s mother indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Lilly’s benefits.
- A consent form signed by Lilly’s father indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies for therapy referrals.

Do Practice Activities and North Carolina’s Definition Here

- And... Where would this information be found in the IEP or folder?

As a final activity, evaluate an IEP using the I-13 checklist.

NSTTAC Indicator 13 Resources

- Indicator 13 Checklists (Forms A & B)
- I-13 FAQ
- I-13 Data Collection Tool
- I-13 Training Materials
- I-13 Checklist for State APRs
- Suggested Timeline for Collecting I-13 Data

All available at: www.nsttac.org
### NSTTAC Indicator 13 Checklist

The following are Frequently Asked Questions regarding the NSTTAC developed Indicator 13 Checklist with Responses from NSTTAC that may help you as you consider the 1-3 Checklist, available at [www.nsttac.org](http://www.nsttac.org).

These questions were approved by CDEP on November 10, 2008.

<table>
<thead>
<tr>
<th><strong>QUESTIONS</strong></th>
<th><strong>ANSWERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Questions</strong></td>
<td></td>
</tr>
<tr>
<td>1. The terminology in states is “appropriate measurable postsecondary goals.” Why is the language in the indicator different (coordinated, measurable, annual IEP goals)? How do we interpret this to LEAs?</td>
<td>“The statutory language related to secondary transition is complex and uses terms such as “summarized set of activities,” “designed in a results-oriented process,” and “appropriate measurable postsecondary goals.” The language used in the indicator was an attempt to simplify the secondary transition terminology and incorporate other IEP requirements.” <a href="http://www.cfineducation.org">P 876.14(a), retrieved July 5, 2009, http://www.cfineducation.org</a> For training and education, we referred to the National Reel Study.”</td>
</tr>
<tr>
<td>2. Minor differences between post</td>
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</tbody>
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### Indicator 13

**Title:**

**Content:**

- [NSTTAC](http://www.nsttac.org)
- [Website](http://www.nsttac.org)
- [PDF](http://www.nsttac.org)
APPENDIX 15

B-13 Submission Checklist by North Central Regional Resource Center
Indicator 13: Secondary Transition

APR Checklist
Part B State Annual Performance Report (APR) for submission February 2, 2009

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Considerations for Indicator 13

Measurement Information

☐ Reports using the APR template.
☐ Provides an overview or description of the issue, process, system (i.e., Secondary Transition). [SPP]
☐ Uses data from state monitoring or data system.
☐ Describes the method used to select LEAs for monitoring when data were taken from state monitoring.
☐ Data are consistent with the measurement—any variance is explained.
☐ Describes the results of the calculations and compares the results to the SPP target.
☐ Provides justification if the baseline data or improvement activities for the indicator were revised.
☐ Provides actual numbers used in the calculation, not just the percent.
☐ Provides actual target data.
☐ Addresses any deficiencies identified in OSEP’s letter responding to the States previously submitted SPP/APR.

Reporting Progress and Slippage

☐ Discusses data and progress or slippage toward targets.
☐ Demonstrates substantial compliance with indicator based on actual target data.
☐ Provides detailed information regarding the timely correction of previously identified non-compliance related to this specific indicator if identified in OSEP’s letter responding to the State’s February 1, 2008 APR and, if all FFY 2006 were not timely corrected, reports on subsequent correction.
☐ Identifies improvement activities that have been completed.
☐ Describes progress on improvement activities not yet completed.
☐ Identifies improvement activities where slippage occurred.
☐ Summarizes the nature of slippage for identified improvement activities.
☐ If the State did not correct the previous noncompliance, it provides information regarding the nature of the continuing noncompliance, improvement activities completed (e.g., review of policies, procedures and practices, technical assistance, training, etc.) and any enforcement actions that were taken.

Improvement Activity Considerations

<table>
<thead>
<tr>
<th>Description</th>
<th>All</th>
<th>Most</th>
<th>Some</th>
<th>Few</th>
<th>None</th>
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<tbody>
<tr>
<td>Estimate the extent to which the statements below are characteristic of “All,” “Most,” “Some,” “Few” or “None” of the improvement activities included in the APR discussion.</td>
<td></td>
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<tr>
<td>It is clear which improvement activities are “new” and those that are “revised”</td>
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<td>Reporting of improvement activities aligned with the SPP</td>
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<tr>
<td>SPP improvement activities to be revised are clearly identified</td>
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<td>Improvement activities are aligned to the indicator</td>
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<td>Improvement activities reflect State priorities</td>
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<td>Implementation steps are described for each improvement activity</td>
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<td>Improvement activities are measurable</td>
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<td>A relationship is described with other SPP improvement activities</td>
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<td>A start/stop time estimate is provided for each improvement activity</td>
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<td>Implementation step</td>
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<tr>
<td>Resources needed to implement the proposed improvement activity are described.</td>
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<tr>
<td>Improvement activities cover the six years of the SPP</td>
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<tr>
<td>Indicate activities included in the improvement activities using the categories below (check all that apply):</td>
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<tr>
<td>☐ Provide training/professional development</td>
<td>☐ Clarify/examine/develop policies and procedures</td>
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<tr>
<td>☐ Improve data collection</td>
<td>☐ Provide technical assistance</td>
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<tr>
<td>☐ Improve systems administration and monitoring</td>
<td>☐ Increase/adjust FTE</td>
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<tr>
<td>☐ Improve collaboration/coordination</td>
<td>☐ Evaluation</td>
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<tr>
<td>☐ Program development</td>
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Return to Part III: Writing I-13 APR Reports

North Central Regional Resource Center
APPENDIX 16

NSTTAC’s Checklist for Improving Your Annual Performance Report for Indicator 13
A Checklist for Improving Your Annual Performance Report for Indicator 13*

*Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. (20 U.S.C. 1416(a)(3)(B))

Prepared by:

National Secondary Transition Technical Assistance Center
May, 2007

(Revised 9/2008)
Overview of the Annual Performance Report Development

1. Did you describe the process your state used to develop the APR?  
   Yes  No

2. Did the description include how and when your state will report annually to the public on the:
   a. Progress and/or slippage in meeting the “measurable and rigorous targets” found in the SPP?  
      Yes  No

   and

   b. Performance of each local education agency located in your state on the targets in the SPP?  
      Yes  No

FFY and Measurable and Rigorous Target

1. Did you insert the federal fiscal year for which data are being reported?  
   Yes  No

2. Did you insert the “measurable and rigorous target” for the FFY? (Note: Since I-13 is a compliance indicator, this must be 100%)  
   Yes  No

Actual Target Data for (insert FFY)

1. Did you provide the overall percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals?  
   Yes  No

2. Is the overall percent for individual youth with IEPs?  
   Yes  No

3. Did you provide the raw data for both the numerator (number of youth with compliant IEPs) and denominator (total number of youth aged 16 and above with IEPs reviewed) used in your calculation?  
   Yes  No
4. Did you describe the method used to collect these data and ensure that they are accurate (inter-rater reliability)?
   Yes  No

5. Did you describe the results of the calculations and compare the results to the targets?
   Yes  No

6. Did you describe or include a copy of your checklist questions/criteria you used to collect your data (validity)?
   Yes  No

7. Did you include item-by-item results for each checklist questions/criteria (including the raw data for the numerators, denominators, and percents for each item)?
   Yes  No

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for (Insert FFY)

1. Did you describe how your data led to the development and implementation of your improvement activities during the FFY and how you knew your improvement activities did/did not relate to progress on meeting the target (e.g., how you measured the impact of your improvement activities)?
   Yes  No

2. Did you describe any improvement activities that include connecting with the National Technical Assistance and Dissemination Centers (e.g., National Secondary Transition Technical Assistance Center)?
   Yes  No

3. Did you describe your improvement activities as connecting to Indicators 1 (graduation), 2 (dropout), and/or 14 (post-school outcomes)?
   Yes  No

4. Did you describe any slippage (e.g., lack of progress on the target, improvement activities not completed) that has occurred?
   Yes  No  N/A

5. If slippage occurred, did you describe how your state plans to address the slippage by adjusting or improving state programs, policies, and/or practices?
   Yes  No  N/A
6. If necessary, did you provide detailed information about the timely correction of the noncompliance noted in OSEP’s review of the previous APR?  

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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

7. If your state did not correct the previous noncompliance, did you:

- a. Provide information regarding the nature of the continuing noncompliance?  
  
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

- b. Provide information about improvement activities completed (e.g., review of policies and procedures, technical assistance, training)?  
  
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

- c. Describe any enforcement actions that were taken?  
  
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

8. Did you report data so that personally identifiable information about individual children was not included?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for (Insert FFY)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

1. Did you provide information on revised targets, improvement activities, timelines, or resources?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

2. If yes, did you justify your revisions?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

3. If yes, did you make corresponding changes in your SPP?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

Return to Part III: Writing I-13 APR Reports
Alabama’s Explained Progress Example

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007 (2007-2008):

Although the target was not met, progress was made. The DOE conducted training for LEAs in February of 2008 to address the specific concerns of this indicator. The DOE corrected the LEAs that were non-compliant for the 2006-2007 reporting period by notifying the LEAs of the noncompliance and conducting a desk audit of the specific students using the SETSwed data collection and management system.

The DOE continues to work diligently with all LEAs to address 100% compliance with this indicator.

Alabama’s Item by Item Analysis Example


According to the information provided to the DOE for this reporting period by each LEA:

- 99.43% of the students with IEPs had a course of study (program credits) aligned to the postsecondary goals.
- 99.63% of the students with IEPs had checked transition assessments were used to determine the measurable transition goals.
- 99.77% of the students with IEPs had a measurable postsecondary goal for postsecondary education, training, or employment.
- 99.78% of the students with IEPs had a measurable postsecondary goal for community/independent living.
- 99.66% of the students with IEPs had one or more coordinated transition services checked for postsecondary goals.
- 99.51% of the students with IEPs had Questions 1 – 5 answered with “Yes.”
Alabama’s Impact Data on at Least One Improvement Activity

<table>
<thead>
<tr>
<th>Improvement Activities</th>
<th>Timelines</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 4. Conduct trainings on implementing transition services during the Annual Transition Conference and summer Mega Conference. | 2006-2007 and ongoing | • DOE Staff  
• Auburn University/Auburn Transition Institute  
• Alabama Department of Rehabilitations Services  
• Teachers/Administrators  
• Institutes of Higher Education |

Multiple trainings targeting special education teachers, administrators, counselors, career/technical representatives, and parents were presented at the Annual Transition Conference. These training topics included Alabama Occupational Diploma Implementation, Transition to Vocational Rehabilitation Services, Middle School Transition. Secondary Transition training topics and information regarding the Alabama Occupational Diploma were also presented at the Alabama Mega-Conference to provide LEA special education and general education administrators and staff multiple opportunities to access information and materials related to Secondary Transition.

A follow-up survey of special education coordinators to assess the reach of Mega-Conference topics and the use of Mega-Conference information and materials indicated that 40.3% of special education coordinator respondents had attended sessions on Secondary Transition at the Mega-Conference. Respondents indicated that they had used the materials to provide information and resources to other LEA administrators, to develop LEA documents, and to revise LEA policies, procedures, and practices.

Return to Part III: Writing I-13 APR Reports
APPENDIX 18

Indiana APR Examples
Indiana’s Explained Progress Example

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

As stated above, there has been a 27.2% improvement in compliant Transition IEPs since last year. The largest contributor to this improvement is the multiple trainings that were held in the fall of 2007 across the State “Transition IEP: New Regulations and Rules.” The second contributing factor is the work that Indiana University has done through a CEL discretionary grant which included the following goals:

- Provide TA and support with at least three LEAs on transition practices and services to improve transition outcomes (Indicators 13 and 14 plus practices).
- Develop specific processes and/or products to support teachers with transition activities and services (e.g., timelines of activities, use of age-appropriate transition assessments, decision-making chart for families and case conference committees for diploma options, collaboration with VR and employment providers).
- Collaborate and assist with the statewide development of Indicator 13, Transition IEP and employability skills training, to meet Individuals with Disabilities Education Improvement Act (IDEA 2004) regulations.

Other contributing factors were presentations at the Indiana Council of Administrators of Special Education (ICASE) fall and spring conferences, the revisions of Article 7, the special education rule in Indiana, and the TA provided to LEAs as they completed the file reviews utilizing the Indiana Transition Requirements Checklist.
# Indiana’s Item by Item Analysis

**Example**

## Attachment 13-1: Statewide Transition Checklist Results FFY 2007 (SY 07-08)

1. Are there measurable post-secondary goals in these areas?

<table>
<thead>
<tr>
<th></th>
<th>Education/Training</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Education/Training</td>
<td>2097</td>
<td>927</td>
<td>1981</td>
</tr>
<tr>
<td></td>
<td>69.3%</td>
<td>30.4%</td>
<td>65.5%</td>
</tr>
</tbody>
</table>

2. Is there evidence that the measurable post-secondary goals were based on an age appropriate transition assessment?

<table>
<thead>
<tr>
<th></th>
<th>Education/Training</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Education/Training</td>
<td>1944</td>
<td>1080</td>
<td>1732</td>
</tr>
<tr>
<td></td>
<td>64.3%</td>
<td>35.7%</td>
<td>57.3%</td>
</tr>
</tbody>
</table>

3. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2972</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>98.3%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

4. Is (are) there annual Transition IEP goal(s) that reasonably enable the student to meet the post-secondary goal(s)?

<table>
<thead>
<tr>
<th></th>
<th>Education/Training</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Education/Training</td>
<td>2335</td>
<td>689</td>
<td>2044</td>
</tr>
<tr>
<td></td>
<td>77.2%</td>
<td>22.8%</td>
<td>67.6%</td>
</tr>
</tbody>
</table>

5. Are there transition services in the Transition IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

<table>
<thead>
<tr>
<th></th>
<th>Education/Training</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Education/Training</td>
<td>2451</td>
<td>476</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>81.1%</td>
<td>15.7%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

6. For transition services that are likely to be provided or paid for by other agencies with parent (or student once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?

<table>
<thead>
<tr>
<th></th>
<th>Education/Training</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Education/Training</td>
<td>602</td>
<td>344</td>
<td>2078</td>
</tr>
<tr>
<td></td>
<td>19.9%</td>
<td>11.4%</td>
<td>68.7%</td>
</tr>
</tbody>
</table>

7. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

<table>
<thead>
<tr>
<th></th>
<th>Education/Training</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Education/Training</td>
<td>2520</td>
<td>504</td>
<td>2295</td>
</tr>
<tr>
<td></td>
<td>83.3%</td>
<td>16.7%</td>
<td>75.9%</td>
</tr>
</tbody>
</table>

8. Does the Transition IEP meet the requirements of Indicator 13?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1363</td>
<td>1661</td>
</tr>
<tr>
<td></td>
<td>45.1%</td>
<td>54.9%</td>
</tr>
</tbody>
</table>
Indiana’s Impact Data on at Least One Improvement Activity

**Attachment 13-2: Summary of the Training for Transition IEP: New regulations, New Rules**

<table>
<thead>
<tr>
<th>Location of Training</th>
<th>Number of Participants in Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Personnel</td>
</tr>
<tr>
<td>Evansville</td>
<td>20</td>
</tr>
<tr>
<td>Valparaiso</td>
<td>50</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>68</td>
</tr>
<tr>
<td>Lafayette</td>
<td>19</td>
</tr>
<tr>
<td>Clarksville</td>
<td>22</td>
</tr>
<tr>
<td>Richmond</td>
<td>29</td>
</tr>
<tr>
<td>Fort Wayne</td>
<td>56</td>
</tr>
<tr>
<td>Greenwood</td>
<td>74</td>
</tr>
<tr>
<td>Bloomington</td>
<td>44</td>
</tr>
<tr>
<td>INSOURCE*</td>
<td>0</td>
</tr>
<tr>
<td>Higher Education Association (AHEAD)*</td>
<td>0</td>
</tr>
<tr>
<td>ICASE*</td>
<td>110</td>
</tr>
<tr>
<td><strong>TOTAL Participants</strong></td>
<td><strong>492</strong></td>
</tr>
</tbody>
</table>

* = Modified presentation

** = Adult agencies include community rehabilitation providers, mental health agencies, bureau of developmental disabilities, case managers, independent living centers, residential providers, protection and advocacy, advocates and colleges/universities.
APPENDIX 19

Iowa APR Examples
Iowa’s Reliability of Data Example


States are allowed to select a sample of IEPs to be reviewed in order to obtain data for this indicator. As described on page two of the General Instructions, States must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include the: (a) sampling procedures followed (e.g., random stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. The sampling method used is described in detail in Iowa’s SPP for Indicator 13, updated for FFY 2006, and outlined here.

In order to obtain the sample for FFY 2007 (2007-2008) IEPs were randomly selected at the district level from the population of students with disabilities ages 14 and older in districts in the self-assessment year of Iowa’s school improvement cycle. (Please note that Iowa Code requires that transition planning begin by age 14, rather than age 16, as stipulated by IDEA.) Sample size was determined using a 95% confidence interval with a margin of error of +/-10%. The sample was drawn with stringent confidence intervals because of the magnitude of decision-making based on the data. The sample was drawn to ensure representativeness. Responses were later assessed to validate the sample on representativeness by age, race and gender (see tables B13.1 – B13.3). (Please note that Iowa does not collect information on disability category).

If, over time, the actual use of data by stakeholder groups is applied to lower-stakes decisions, the confidence interval about the sample may be adjusted accordingly.

The sample was drawn from districts in the self-assessment year within Iowa’s school improvement cycle in FFY 2007 (2007-2008). These schools are scheduled for a future site visit during FFY 2008 (2008-2009).

Data collection team members received training and passed three reliability checks with at least 75% accuracy prior to data collection. A response rate of 100% was achieved. The survey instrumentation (for Iowa, variable operationalization and data collection score-sheets) are included at the conclusion of Indicator B13.

Data were collected through Iowa’s System to Achieve Results (ISTAR), certified by AEA staff and validated through the ISTAR system. Selection bias was avoided to the largest possible extent by drawing a representative sample of IEPs at a high level of confidence and conducting the analysis only after weighting the data properly.
### Iowa’s Data Disaggregated by Age, Race/Ethnicity, and Gender Example

#### Table B13.1
**Representativeness of IEPs Sampled by Age**

<table>
<thead>
<tr>
<th>Age</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>21.52</td>
<td>23.01</td>
<td>21.89</td>
<td>20.13</td>
<td>9.42</td>
<td>2.84</td>
<td>1.03</td>
<td>0.15</td>
<td>100</td>
</tr>
<tr>
<td>Response</td>
<td>20.80</td>
<td>23.16</td>
<td>23.85</td>
<td>20.69</td>
<td>8.70</td>
<td>2.00</td>
<td>0.66</td>
<td>0.14</td>
<td>100</td>
</tr>
<tr>
<td>Percent Difference</td>
<td>-0.72</td>
<td>0.15</td>
<td>1.96</td>
<td>0.56</td>
<td>-0.72</td>
<td>-0.84</td>
<td>-0.37</td>
<td>-0.02</td>
<td></td>
</tr>
</tbody>
</table>


Across ages, the percentage of IEPs sampled ranged from undersampling of 0.84 percent (age 19) to oversampling of 1.96 percent (age 16). The representativeness of the sample by age is generally improved from FFY 2006 (2006-2007). The SEA interpreted the data in Table B13.1 as supportive of sufficient stratification and representation by age.

#### Table B13.2
**Representativeness of IEPs Sampled by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Asian</th>
<th>African-American</th>
<th>Hispanic</th>
<th>American-Indian</th>
<th>Caucasian</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>0.87</td>
<td>9.65</td>
<td>5.17</td>
<td>0.76</td>
<td>83.56</td>
<td>100</td>
</tr>
<tr>
<td>Response</td>
<td>0.77</td>
<td>5.02</td>
<td>3.16</td>
<td>0.41</td>
<td>90.64</td>
<td>100</td>
</tr>
<tr>
<td>Percent</td>
<td>-0.10</td>
<td>-4.63</td>
<td>-2.02</td>
<td>-0.35</td>
<td>7.09</td>
<td></td>
</tr>
</tbody>
</table>


Across subgroups of race, the percentage of IEPs sampled ranged from undersampling of 4.63 percent (African-American) to oversampling of 7.09 percent (Caucasian). The SEA interpreted the data in Table B13.2 as supportive of sufficient stratification and representation by race/ethnicity.

#### Table B13.3
**Representativeness of IEPs Sampled by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>Male</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>36.69</td>
<td>63.31</td>
<td>100</td>
</tr>
<tr>
<td>Response</td>
<td>36.00</td>
<td>64.00</td>
<td>100</td>
</tr>
<tr>
<td>Percent</td>
<td>-0.69</td>
<td>0.69</td>
<td></td>
</tr>
</tbody>
</table>

Iowa’s Item by Item Analysis Example

Iowa’s standard for Indicator 13 requires that an IEP meet all six critical elements. (See survey instrumentation at the conclusion of this section.) If one or more of the critical elements are missing, the IEP is scored as not meeting the Indicator 13 criteria. Figure B13.2 depicts three years of data on the critical elements of: (a) Preferences and Interests, (b) Transition Assessments, (c) Post-secondary Expectations, (d) Course of Study, (e) Goals that Support Post-Secondary Education, and (f) Services and Supports.

![Bar chart showing the percentage of IEPs meeting criteria for critical elements over three years.](chart.png)


Figure B13.2 reflects increases in the quality of IEPs for all six critical elements: (a) preferences and interests (increasing 16.05% to 95.39% in FFY 2007); (b) transition assessments (increasing 77.76% to 63.39% in FFY 2007); (c) postsecondary expectations (increasing 55.07% to 70.40% in FFY 2007); (d) course of study (increasing 49.93% to 65.28% in FFY2007); (e) goals (increasing 47.70% to 62.83 in FFY 2007); and (f) services, supports and linkages (increasing 18.82% to 80.72% in FFY 2007).
Iowa’s Improvement Activity Table

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B13.6.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Measureable Outcomes</th>
<th>Status / Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve data collection and reporting. Gather, report, and analyze Indicator B13 data with collaborative partners.</td>
<td>AEA and LEA staff continue to be certified to collect data. Data for Indicator 13 were gathered, verified, and reports were generated through I-STAR. An additional 333 people were certified, raising the number to 610 statewide. For informational purposes, a discussion of the I-STAR data verification process is included with Indicator 15.</td>
<td>Ongoing for FFY 2008 (2008-2009) and annually through FFY 2010 (2010-2011)</td>
</tr>
<tr>
<td>Program development. Gather and analyze needs assessment data for issues of practice in transition assessments (skills and service delivery issues).</td>
<td>From the needs assessment, areas in need of skill development, and tools and resources needed to complete transition assessments, were identified. These areas needing skill development, and resources, are described further in activities captured in technical assistance. Data from the needs assessment were used for the development of the State of Iowa State Personnel Development Grant (SPDG) submission to OSEP.</td>
<td>Ongoing for FFY 2008 (2008-2009) and targeted for completion in FFY 2009 (2009-2010)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Measureable Outcomes</th>
<th>Status / Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide technical assistance. Develop tools to assist in the administration, interpretation and application of transition assessments for transition planning and service delivery.</td>
<td>A transition assessment web tool was developed and launched in January. Trainings using the web tool have occurred throughout the state and nationally. Between January 1, 2008 and June 30, 2008 there have been a total of 8,673 visitors to the web site, of whom 5,942 (68.5%) were unique visitors. That’s an average number of 1,445.5 visitors per month. Visitors viewed a total of 48,299 pages. Only 1 out of 3 visitors exited the site after landing on it. About 2 out of 3 remained on the site and viewed two or more pages. The average page view per visit is 5.79. We interpret this to mean that the site is offering information that is interesting to visitors. The most viewed page is the Methods and Tools page which constitutes about 32% of all page views. Information related to the assessment of attitudinal/habits in the postsecondary area of living was the least accessed.</td>
<td>Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011)</td>
</tr>
<tr>
<td>Provide Technical assistance. Provide Technical Assistance to Area Education Agencies to understand documentation of transition assessments in the IEP.</td>
<td>A total of 36 “Transition Assessment Content Coaches” were recruited to learn deep knowledge and develop deep skills related to transition assessments. This includes up to two people from each Area Education Agency (AEA) and each UEN, two people from the Parent Training and Information Center and two people from Iowa Vocational Rehabilitation Services. The Content Coaches serve as the respective agency’s primary contact(s) for transition assessment. Dr. Pat Stilington was hired to facilitate this small learning community. The group met monthly through video conferencing, face-to-face meetings and phone conversations. Content for the learning community was based on the needs assessment provided last year. A baseline assessment was completed prior to starting the learning community and is scheduled to be repeated in FFY 08. Topics include: planning the assessment process, assessment methods, assessment areas, analyzing postsecondary environments and involving postsecondary educators. The learning materials will be used by the content coaches in their respective agencies/regions in FFY08.</td>
<td>Ongoing for FFY 2008 (2008-2009) and continuing through FFY 2010 (2010-2011).</td>
</tr>
</tbody>
</table>
APPENDIX 20

Washington APR Examples
Overview of the Annual Performance Report Development:
The data used to generate the results in this indicator come from reviews of individual student IEPs, gathered through monitoring activities including onsite program review visits and state-level IEP review activities. The data for this indicator represent the aggregate of the monitoring activities conducted during the 2007-08 school year (FFY 2007). Data for FFY 2006 are also included in order to document the timely correction of non-compliance within one year of identification. Information pertaining to this indicator was also gathered from various other sources, including the special education performance data tables, district data profiles, the focused monitoring selection process, LEA federal fund applications, focused monitoring on-site interviews and focus groups, and focused monitoring final reports.

| Monitoring Priority: Effective General Supervision Part B / Effective Transition |

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
(20 U.S.C. 1416(a)(3)(B))

Measurement:
Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

Applied:

\[ \text{Applied} = \frac{623}{829} \times 100\% = 75.2\% \]

of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of youth with disabilities aged 16 and above will have a transitional IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</td>
<td></td>
</tr>
</tbody>
</table>

Actual Target Data for FFY 2007: 75.2%

Results of the Calculations
As documented above, 75.2% of youth with disabilities aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Summary Analysis
Washington’s data for FFY 2007 documents a 75.2% compliance rate for this indicator, which does not meet the State’s target of 100%. However, although this does not meet the State’s target, 75.2% represents a significant improvement over the compliance rate for FFY 2006 (32.9%). See the sections titled Comparison of Results to Target and Explanation of Progress or Slippage below for more information. Improvement activities have led to significant progress in this indicator. All (100%) of the improvement activities described in the FFY 2006 APR have been completed. In addition, new and/or revised activities have been completed or are currently in progress, as documented on the improvement activity table in the Statewide Technical Assistance and Guidance/Improvement Strategies section of this indicator.

Methodology for Data Collection
The data collected from the State’s monitoring activities provides information on the number of student files reviewed of youth with disabilities turning age 16 and above, and of those total student files, the percent with an IEP that included appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and transition services including courses of study needed to assist the student in reaching those goals. Files are reviewed during onsite visits in school districts and institutions, as well as through the State’s Safety Net process.

During the review process, transition IEP data are analyzed to determine whether the elements described below are appropriately documented in the IEP:

Elements Required for Transition IEPs (aligned to the NSTTAC Indicator 13 checklist):

a. Measurable post-secondary goal(s) that cover education/training, employment, and if appropriate, independent living skills.
b. Annual IEP goal(s) that will reasonably enable the student to meet the identified post-secondary goal(s).
c. Transition services (i.e.: one or more of the following as appropriate - instruction, related service, community experience, employment objectives, acquisition of daily living skills, functional vocational evaluation) that focus on improving academic and functional achievement of the student to facilitate their movement from school to post-school settings.
d. For transition services that are likely to be provided or paid for by other agencies, with parent consent, evidence that representatives of the agency(ies) were invited to the IEP meeting.
e. Evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment(s).
f. Course(s) of study needed to assist the student in reaching the identified postsecondary goal(s).

**Washington’s Improvement Activity Table**

Color Coding Used in Table

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<thead>
<tr>
<th>Improvement Activity Tables</th>
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</thead>
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<tr>
<td>light pink</td>
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<tr>
<td>light blue</td>
</tr>
<tr>
<td>Revised</td>
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<tr>
<td>New</td>
</tr>
</tbody>
</table>

The tables also include a reference to the improvement category for each activity, as described in the APR Checklist: Part B State Annual Performance Report. The improvement categories are:

A. Improving data collection and reporting
B. Improving systems administration and monitoring
C. Providing training/professional development
D. Providing technical assistance
E. Clarifying/developing policies and procedures
F. Program development
G. Collaboration/coordination
H. Evaluation
I. Increasing/adjusting FTE
J. Other
<table>
<thead>
<tr>
<th>Improvement Category/Justification</th>
<th>Improvement Activity</th>
<th>Timeline(s)</th>
<th>Person(s) Responsible &amp; Resource(s)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Improving systems administration and monitoring and D. Providing technical assistance</td>
<td><strong>Improvement Activity</strong></td>
<td><strong>Timeline(s)</strong></td>
<td><strong>Person(s) Responsible &amp; Resource(s)</strong></td>
<td><strong>Status</strong></td>
</tr>
</tbody>
</table>
| **B. Improving systems administration and monitoring**<br>**D. Providing technical assistance**<br>**Justification:** Self-studies and systems analysis visits were not conducted in this priority area for 2007-08 in order to fully implement the disproportionality priority focus area, and to provide districts with additional resources and training relating to secondary transition prior to fully implementing secondary transition as a priority focus area for monitoring purposes. | Secondary transition, including graduation, dropout, transition IEP components, and post-school outcomes, is a priority focus of the program review process, including district self-evaluations, data reviews, district self-studies, and onsite visits.  
- Conduct data reviews and implement district self-evaluations to be completed by district and reviewed by OSPI program review team.  
- Develop a secondary transition self-study tool, utilizing resources provided by NSTTAC.  
- Disseminate self-study tool to school districts through OSPI’s website and regional ESD special education director meetings.  
- Select districts for self-study, based on risk factors for this indicator as identified through data reviews/self-evaluations.  
- Train selected districts on how to conduct self-study.  
- Districts complete self-studies.  
- OSPI program review team reviews district self-studies.  
- Select districts for on-site visits focusing on this indicator based on self-study reviews.  
- Conduct on-site visits in selected districts.  
- Issue final reports, including any required corrective actions relating to this indicator. | Ongoing, 2005-06 through 2010-11 school years<br>Sept. – Jan., each year, 2007 through 2011<br>By Spring 2009<br>Spring and Fall, 2009<br>Jan/Feb of each year, 2010 through 2011<br>February of each year, 2010 through 2011<br>March – June of each year, 2010 through 2011 (self-studies due June 30th)<br>June – August of each year, 2010 through 2011<br>August of each year, 2010 through 2011<br>Oct. – Dec., 2010 through 2011<br>After visits are conducted, 2010 through 2011 | CCTS staff, OSPI Program Review Team<br>Resources: Staff time, travel expenses, iGrants system | This is a revised, continuing activity that began with the monitoring pilot in FFY 2005 and FFY 2006, and was revised as indicated. The first step was completed for FFY 2007 on time. All remaining steps will be completed as indicated through 2010-11. |
| C. Providing training/professional development and E. Clarifying/developing policies and procedures | Conduct regional Washington Administrative Code (WAC) trainings.  
- Develop a comprehensive Power Point, with detailed presenter’s notes, covering the major changes to our State regulations.  
- Conduct WAC training sessions, using the Power Point, at the State special | August – November 2007<br>June – August 2007<br>August 8-9, 2007 | OSPI special education personnel<br>Resources: Staff time, Microsoft Power Point, travel | All steps were completed as indicated in FFY 2007. |
<table>
<thead>
<tr>
<th>C. Providing training/professional development and E. Clarifying/developing policies and procedures</th>
<th>Conduct regional Washington Administrative Code (WAC) trainings.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Develop a comprehensive Power Point, with detailed presenter's notes, covering the major changes to our State regulations.</td>
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<td></td>
<td>• Conduct WAC training sessions, using the Power Point, at the State special education administrator's conference.</td>
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<td>• Conduct WAC training sessions in all nine regions of the State.</td>
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<td>Sept. 20, 2007 – Nov. 9, 2007</td>
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<tr>
<td>expenses</td>
<td>OSPI special education personnel</td>
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<tr>
<td>Resources: Staff time, Microsoft Power Point, travel expenses</td>
<td>All steps were completed as indicated in FFY 2007.</td>
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<tr>
<td></td>
<td>Develop and regionally disseminate a comprehensive procedural compliance training module, focusing on several areas, including the requirements related to indicator 13. This module is aligned to the National Secondary Transition Technical Assistance Center (NSTTAC) standards.</td>
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<td>• Develop the training module, including a Power Point with speaker notes, selection and analysis of sample IEPs and evaluations, overview and instructions for use, and module index.</td>
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<td>• Revise training module based on feedback from OSPI special education staff, including the State Director of Special Education, and the Committee of Practitioners.</td>
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<td>• Conduct regional trainings in all nine ESDs to provide special education directors with an overview of the module, its components, and its intended use.</td>
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<td>• Announce the module in the OSPI special education monthly bulletin and place the module on the OSPI website: <a href="http://www.k12.wa.us/specialed/module.aspx">http://www.k12.wa.us/specialed/module.aspx</a></td>
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<td>• Provide ongoing training and technical assistance to districts through presentations, training sessions, statewide conferences, etc.</td>
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<td>2007-2008 school year, and available to districts through 2010-11</td>
<td>Ongoing, 2006-07 through 2010-11</td>
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<td>OSPI Program Review Coordinator</td>
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<td>Resources: OSPI personnel time, travel expenses, Power Point software, prior monitoring documentation, OSPI website</td>
<td>This is a continuing activity that began in FFY 2007 and will continue through 2010-11. All steps were completed as indicated. Training and technical assistance will be provided on an ongoing basis through 2010-11.</td>
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<td>Utilize the NSTTAC (Indicator 13) checklist and related materials during program review (monitoring) process, CCTS trainings, technical assistance, and Safety Net IEP reviews.</td>
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<td>• OSPI monitors use the NSTTAC checklist when reviewing IEPs for students turning age 16 and above.</td>
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<td>• Provide the NSTTAC checklist and related materials to school districts as part of the program review self-study and technical assistance processes.</td>
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<td>• Safety Net Committee members use the NSTTAC indicator 13 checklist standards</td>
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<td>Ongoing, 2006-07 through 2010-11</td>
<td>Ongoing, 2006-07 through 2010-11</td>
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<td></td>
<td>Program reviews conducted from 2006-07 through 2010-11</td>
</tr>
<tr>
<td>Resources: OSPI special education personnel, CCTS staff, Safety Net Committee</td>
<td>This is a continuing activity. All steps were completed as indicated for FFY 2007, and will continue through 2010-11.</td>
</tr>
<tr>
<td>C. Providing training/professional development</td>
<td>Continue to provide technical assistance and training to districts through a State Needs Project (currently the Center for Change in Transition Services)</td>
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<tr>
<td>D. Providing technical assistance and G. Collaboration/coordination</td>
<td>Renew grant with the Center for Change as one of the State Needs Grants</td>
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<td>Conduct quarterly meetings between State Needs Project staff and OSPI staff to discuss activities, analyze data, and evaluate progress.</td>
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<td>Provide technical assistance and training to school districts relating to secondary transition as determined necessary through quarterly meetings described above. Trainings include topics such as conducting the post-school surveys/interviews, indicator 14 requirements, and utilizing the online survey system.</td>
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<table>
<thead>
<tr>
<th>A. Improving data collection and reporting</th>
<th>Create new model state forms, including evaluation, IEP, and related forms, to provide districts with model templates that assist districts in meeting the requirements of IDEA 2004, including the six required transition IEP components (from the NSTTAC checklist).</th>
<th>This was a new activity for FFY 2007. All steps were completed as indicated. Ongoing training and technical assistance will</th>
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<tr>
<td>B. Improving systems administration and monitoring</td>
<td>Assemble a core team of OSPI special education personnel, time, travel expenses (for conferences)</td>
<td></td>
</tr>
<tr>
<td>C. Providing</td>
<td>OSPI special education personnel, time, travel expenses (for conferences)</td>
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</tbody>
</table>
| Training/Professional Development | Education program supervisors to oversee the process.  
- Review/research other states’ model IEP, evaluation, and supplementary forms.  
- Draft sample forms covering all required elements, including consent, prior notice, invitations, referral, evaluations, IEPs, transition IEPs, summary of performance, dispute resolution, private school involvement, BIPs/FBAs, manifestation determination, and Medicaid.  
- Share draft forms with stakeholder groups for feedback (including the OSPI special education department, the State’s Special Education Advisory Council, the State’s Committee of Practitioners, and the Center for Change in Transition).  
- Make revisions based on feedback received.  
- Receive final approval from OSPI supervisory staff.  
- Make model forms available on OSPI website.  
- Provide technical assistance/training relating to the new model forms at the summer administrator’s conference (WASA) and the OSPI winter conference.  
- Meet with IEP Online, our state’s largest vendor of electronic IEPs (in use by more than 1/3 of the districts in our state) to discuss the alignment of their electronic forms to the new model state forms.  
*Please note – our state does not require districts to use the model forms.  These model state forms are provided for districts who choose to adopt some or all of the forms for their use. More than 30 model forms were created and are available on OSPI’s website at: [http://www.k12.wa.us/SpecialEd/forms.aspx](http://www.k12.wa.us/SpecialEd/forms.aspx) |
| Justification: The model state forms in place previously were reflective of IDEA 1997 and did not fulfill all of the requirements of IDEA 2004. Creating new model state forms would assist districts in meeting these new requirements. | January-February 2008  
February-April 2008  
May-June 2008  
June-July 2008  
July 2008  
July 31, 2008  
August 4-5, 2008 and January 7-9, 2009  
October 2, 2008 |
| A. Improving data collection and reporting  
B. Improving systems administration and monitoring  
D. Providing technical assistance and  
G. Collaboration/Coordination | Add performance on this indicator to the criteria for determining the status of local education agencies.  
- Form committee to meet and draft criteria for making these determinations.  
- Present proposal for the criteria to OSPI special education department, SEAC, and the Committee of Practitioners for review, feedback, and revisions.  
- Finalize proposal and obtain approval by OSPI supervisory staff.  
- Pilot the criteria and notify districts of their determination level.  
- Provide technical assistance and/or impose sanctions based on each district’s determination level as outlined | 2007-08 school year  
September – October 2007  
November 13, 2007  
By March 2008  
By August 2008  
Annually, August 2008 through June 2011 |
| Justification: Based on guidance from OSEP, performance on the compliance | This is a new, continuing, annual activity.  
Completed as indicated.  
Completed as indicated.  
Completed September 2008  
Completed Nov. 1 2008  
Ongoing TA and notifications will continue through 2010-11. | OSPI personnel  
Resources: OSPI Staff time, Committee of Practitioners, ESD directors |
**indicators, including indicator 13, is required to be included in the criteria for making district determinations.**

<table>
<thead>
<tr>
<th>A. Improving data collection and reporting</th>
<th>Add data verification/self-evaluation component to the LEA federal fund application for all districts in the State.</th>
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</thead>
<tbody>
<tr>
<td>B. Improving systems administration and monitoring</td>
<td>- Develop focus questions relating to graduation rates, dropout rates, secondary transition, suspension &amp; expulsion, LRE, disproportionality, WASL/WAAS assessment performance, initial evaluations, and early childhood transition (OSPI program review staff, with feedback from special education department).</td>
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<tr>
<td>D. Providing technical assistance</td>
<td>- Launch grant application form package (with due date of 11/30/07).</td>
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<td>- Provide training on new application format to regional directors at two ESD/OSPI meetings.</td>
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<td>- Provide ongoing training and technical assistance to districts through presentations, training sessions, statewide conferences, etc.</td>
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<tr>
<th>August – November 2007</th>
<th>Aug. 2007</th>
<th>OSPI special education personnel, iGrants staff</th>
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<tr>
<td>Oct. 1, 2007</td>
<td>Sept. 4 &amp; Nov. 6, 2007</td>
<td>Resources: Staff time, travel expenses, iGrants system support</td>
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<tr>
<td>Ongoing through 2010-11</td>
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<td>This is a continuing activity. All steps were completed as indicated for FFY 2007. Training and technical assistance will be provided on an ongoing basis through 2010-11.</td>
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**
- **Revised SPP:** Yes
- **Revisions to baseline:** No
- **Revisions to targets:** Yes
- **Revisions to improvement activities/timelines/resources:** Yes

New and revised improvement activities, as well as justification for the revisions and additions, are shown on the table above (see blue sections for revised activities and green sections for new activities).

**Washington’s Response to OSEP Analysis/Next Steps:**
Washington has reviewed all improvement activities for this indicator, including the addition and/or revision of activities, as recommended in OSEP’s FFY 2006 SPP/APR Response Table. These activities, as well as the continuing activities currently in place for this indicator, will assist Washington in continuing the rate of significant improvement for this indicator. Washington has also provided data regarding the correction of the noncompliance identified in FFY 2006 as required by the OSEP Response Table.

[Return to Part IV: A Suggested Timeline for Collecting I-13 Data]
APPENDIX 21

Suggested Timeline for Collecting 1-13 Data
## Indicator 13
### SEA Activity Timeline with NSTTAC Resources

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### ACTIVITY

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<td><strong>DATA COLLECTION</strong></td>
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<td>Determine if I-13 Checklist is valid</td>
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<td>NSTTAC Indicator 13 Checklists, Collecting Quality Data for Indicator 13, Frequently Asked Questions Document</td>
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<td>Determine Data Collection process for next round</td>
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<td>Train Data Collectors</td>
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<td>NSTTAC Indicator 13 Training Materials, Collecting Quality Data for Indicator 13</td>
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<td>Collect new data</td>
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<td>NSTTAC I-13 Checklists, NSTTAC I-13 Data Collection Tool</td>
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<td>Correct noncompliance in a timely fashion</td>
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<td><strong>DATA ANALYSIS</strong></td>
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<td>Collect Interobserver Reliability data</td>
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<td>Collecting Quality Data for Indicator 13</td>
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website: [www.nsttac.org](http://www.nsttac.org)
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<td>Review findings and targets with stakeholders</td>
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<tr>
<td><strong>FEDERAL, STATE, AND LOCAL REPORTING AND USE</strong></td>
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<td>Write SPP/ APR</td>
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<td>Submit SPP/ APR to OSEP</td>
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<td>Post SPP to SEA website</td>
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<td>Report PSOs to LEAs</td>
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<td>Identify LEA program changes</td>
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<td>• Investigative Questions for Part B, Indicator 13</td>
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