

INDICATOR 13 TOOLKIT



What is Indicator 13?

Indicator 13 is a requirement under the Individuals with Disabilities Education Act (IDEA), which was reauthorized on December 3, 2004. Indicator 13 specifically addresses transition plans for students. Indicator 13 involves eight key questions outlined and described in this document. Because Indicator 13 measures compliance, the federal government mandates a target of 100% compliance.

Measurement Language for Indicator 13

Percent of youth with IEPs aged 16 (in Nebraska, aged 14) and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)).

Purpose of this Document

This document is intended to help IEP teams to write a compliant transition IEP. The examples provided are intended as guidance and should not be copied verbatim. It's important to emphasize that IEPs must be individualized and tailored to meet the unique needs of each student.



INDICATOR 13 CHECKLIST



Student Name _____

File Review Date _____

Reviewer _____

Directions for Transition IEP Review:

Transition Age IEPs will be reviewed by utilizing this form. If the IEP meets requirements within this checklist, YES will be checked. If the IEP does not meet requirements, NO will be checked and the IEP Case Manager must update the IEP to meet compliance requirements as outlined in this guidance document and in accordance with Indicator 13 within 10 school days.

<p>Question 1: Are there measurable postsecondary goals for education/ training, employment, and, if appropriate, independent living?</p>	<p>Check One <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Question 2: Are the postsecondary goals updated annually?</p>	<p>Check One <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Question 3: Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessments?</p>	<p>Check One <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Question 4: Are there transition services in the IEP that will reasonably enable the student to meet their postsecondary goal(s)?</p>	<p>Check One <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Question 5: Do the transition services include courses of study that will reasonably enable the student to meet their postsecondary goals?</p>	<p>Check One <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Question 6: Is (are) there annual IEP goal(s) related to the student's transition services needs?</p>	<p>Check One <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Question 7: Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</p>	<p>Check One <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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?</p>	<p>Check One <input type="checkbox"/> Yes <input type="checkbox"/> No</p>

QUESTION 1



Are there appropriate measurable postsecondary goals for education/training, employment, and, when appropriate, independent living?

Every IEP for a student who will be 14 or older during the time period of the IEP, must have measurable postsecondary goals (PSGs) that address the areas of

- Education/Training: Includes vocational training programs, apprenticeships, military service, Job Corps, technical certification programs, 4-year colleges or universities, technical colleges, 2-year colleges, and similar educational or training opportunities.
- Employment: Encompasses various types of employment such as paid employment (competitive, supported, or sheltered), volunteer work, unpaid positions.
- Independent Living Skills: Covers areas related to adult living, daily living skills, financial management, safety, medical care, transportation, and other skills necessary for independent living.

Postsecondary goals specify the student's plans for life after high school. They reflect the student's current thinking and may change over time as the student gets closer to graduation.

Actually, a student's PSGs should change over time, if appropriate transition activities/services are provided, as services and activities will help the student refine their goals for life after high school.

Postsecondary goals must be formulated using data from age-appropriate transition assessments. For each measurable postsecondary goal, there must be evidence that at least one age-appropriate transition assessment was used to gather information on the student's strengths, preferences, interests, and needs (SPIN) related to these goals.

Postsecondary goals measure an outcome that occurs **AFTER** a student exits/graduates from high school.

Postsecondary goals differ from typical annual goals in that they do not include specific mastery criteria. Instead, they outline what the student aims to achieve one year after graduation.

The postsecondary goal must specify what the student will be doing one year after exiting/graduating with a diploma. For students participating in a transition program for 18-21 year olds, which is part of the public education continuum and continues to provide a free appropriate public education (FAPE), the postsecondary goal should address what the student plans to do **after** completing that program.

Use the word "will" when describing the postsecondary goal. Terms like "wants," "wishes," "hopes to," and similar expressions are not measurable and do not meet compliance requirements.

The postsecondary goal must be a concrete outcome, not an activity or process. Terms like "seeks," "pursues," "continues," "learns," and "applies" describe processes rather than outcomes. For instance, "applying" to college or "seeking" employment are activities, not measurable postsecondary outcomes, and will not meet compliance requirements.

Formula for writing measurable PSGs:

After graduation, (student name) or (I) will _____ (the behavior, do what, where).

PSGs must be written regardless of the severity of disability. "Mike is unable to be employed due to the severity of his disability" does not meet compliance

If the student does not need a PSG for independent living, make sure that is indicated with transition assessment data that supports this decision.

92 NAC 51-007.07A9:Beginning not later than the first IEP to be in effect when the child turns 14, or younger if deemed appropriate by the IEP team, and updated annually thereafter: 51-007.07A9a: Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and when appropriate, independent living skills.

EXAMPLES QUESTION 1



Examples of Measurable Postsecondary Goals for Education/Training

After graduation, I will attend Northeast Community College and major in graphic design.

After graduation, with help from his job coach, Blake will learn how to stock shelves at HyVee.

After graduation, I will attend training from the American Red Cross and become certified in CPR, defibrillation, and first aid.

After graduating from high school, Piper will enroll in a 6-month online training course for computer repair at the Acme Computer Technical Institute.

Examples of Measurable Postsecondary Goals for Employment

After graduation, Jose will be employed as a truck driver.

After graduation, with the help of my job coach, I will work in dietary at a skilled nursing facility.

After graduation, while working on my associate's degree in mechatronics, I will work part-time at Walmart as a cashier.

After graduation, I will make smoothies in a preschool with support from my job coach.

Examples of Measurable Postsecondary Goals for Independent Living

After graduation, I will live independently in an apartment, schedule medical appointments, pay my bills, and access services in my community.

After graduation, Alejandra will live with her parents and prepare for each day by showering and dressing herself with minimal assistance.

After graduation, I will maintain proper hygiene by following a daily checklist.

After graduation, Ahmed will live in a college dorm and uphold cleanliness standards that he and his roommates agree upon during college orientation week at the start of the first semester.

Are the postsecondary goals updated annually?

Every year, the IEP team considers three options:

1. After engaging in transition activities/services outlined in current IEP and completing new transition assessments, student's PSGs are newly developed (first transition IEP or heading down completely new path from previous PSG)
2. After engaging in transition activities/services outlined in current IEP and completing new transition assessments, student's PSGs are staying the same.
3. After engaging in transition activities/services outlined in current IEP and completing new transition assessments, student's PSGs will be revised (similar to previous PSG with minor adjustments).

Ensure you are utilizing current transition assessment data (less than one year from the date of the IEP meeting) and other available data (classroom data, CTE data, attendance, medical records, behavior, observations) to develop the postsecondary goals.

It is compliant to have PSGs stay the same, as long as data and transition assessments continue to align with those goals

- ALWAYS review PSGs at each IEP meeting, even if they are remaining the same

If assessments or current data indicate a revision or refinement of annual PSGs, refine the PSGs with the student, then update the goals at the IEP meeting

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

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 serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the Individualized Education Plan," (Sitlington, Neubert, Leconte, 1997).

Age-appropriate transition assessments are the foundation of EVERY transition IEP. Transition assessments lead to the development of postsecondary goals, courses of study, transition services/activities, annual goals and instruction, agency linkages, and really, the whole IEP.

Age-appropriate means a student's chronological age, rather than developmental age.

It is essential to conduct the transition assessment before the IEP meeting because transition planning relies on the results of these assessments.

Transition assessment reminders:

- Transition assessments must be completed **annually**
- **Multiple assessments** (minimum of two) must be completed annually (assessment dates must be within the last calendar year)
- Assessments should be chosen to match each student's individual needs
- Do not use the same assessments year after year, or the same assessment for every student with ID, or every 9th grader, etc. Put the I in IEP!

The student's strengths, interests, and preferences must be considered. For some students, this information may be obtained through situational assessment and/or observation. It is not sufficient to interview only the parent(s).

As with all assessments, transition assessment documentation should include the name of the assessment, the date it was administered, the name of the person who administered it, and a summary of the results. The summary should highlight specific skill deficits or strengths rather than making broad statements, such as "the student has below average communication skills." For example, it should specify the particular areas of communication where the student excels and struggles, and the impact of these skills on future living, working, and learning - the PSGs.

Suggestions - always complete a student structured interview and parent interview. This allows you to capture the student's voice and document meaningful parental input in the transition planning process. These can be the same interview every year. Make a copy of last year's answers and ask the student/parent to update in a different color ink. Then you can compare from one year to the next, as your first ever interview becomes your baseline data.

The Office of Special Education Programs (OSEP) has issued informal guidance that "parental consent is not required prior to conducting an age-appropriate transition assessment" (Letter to Olex, 119 LRP 8445, Feb. 22, 2019). OSEP reasoned that the purpose of a transition assessment is to develop appropriate postsecondary IEP goals, not to determine eligibility or service needs. However, OSEP went on to provide that if the IEP Team determines that a reevaluation is needed to obtain additional data based on educational or service needs, parental consent and prior written notice would be required.

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EXAMPLES QUESTION 3



Ahmed completed an Independent Living Skills Assessment and a student structured interview with the special education teacher on 4/12/20XX. Ahmed wants to work as a chef. He has experience assisting with cooking jobs alongside his neighbor (a caterer) and regularly cooks at home. His family and consumer science (FCS) teacher reports that he is able to read a basic recipe, but struggles to comprehend recipes with complex directions and multiple steps. Ahmed and his family report that he maintains appropriate hygiene skills. His parents report that he does his own laundry once he's ran out of clothes to wear, and will help clean the house if requested. The FCS teacher says that he doesn't always wash his hands after handling raw meat, occasionally touches his face and hair while preparing food, and rushes through cleaning up the food preparation station. Ahmed is interested in going to a 4 year college to study culinary arts. A review of statewide assessment data from late winter 2024 reveals that his current reading skills are approaching on track, with a score of #####. This indicates a gap between his current reading ability and the level required to read and comprehend texts expected by most four-year colleges.

David completed a middle school student structured interview, a career interest inventory, and an independent living inventory in November 20XX. Assessments indicate he wants to play major league baseball and live in a house with a swimming pool. He believes he will be drafted in the MLB right after high school. He likes PE, but hates his math and science classes. In the spring 20XX statewide assessment, David was on track in reading, but scored developing on math and below standards on science. Presently, he doesn't fully understand how his disability affects his reading abilities, and mentioned that he's "just stupid." He doesn't do many chores around the house, because he spends his time practicing or playing baseball. He is a starter on his team, and fans note he's a great shortstop. David likes to be outdoors and wear a uniform. He says the uniform makes him feel important and gets him noticed. Sometimes he mows his grandmother's lawn. In November 20XX, David's parents completed a parent interview and independent living inventory. They are concerned that his goals to play in the major leagues are too ambitious based on his skill level and that his reading skills are much lower than his peers. They'd like David to explore other avenues besides MLB, but don't know what he would be good at, since he spends all his spare time playing ball. Sometimes his homework doesn't get completed in the spring, once ball practice starts up for summer league. His parents state he avoids household chores, and they aren't really sure what he can do around the house, but David says he can cook, clean, and do laundry just fine.

In September 20XX, Alejandra completed a picture career inventory and a likes/dislikes personal preferences inventory. Her family completed a personal preferences inventory and an independent living inventory with the assistance of an interpreter.

Strengths

- demonstrates good communication in one-on-one or small group settings, is polite, and likes the company of others
- capable of managing personal hygiene and dressing semi-independently (needs pictures and prompts to complete all tasks)
- able to help with basic household tasks such as sorting white and color clothes, basic food prep

Preferences and Interests

- loves small kids and helps with her younger siblings at home - she wants to work with small children and have her own daycare
- enjoys going to family gatherings, parties, and community events
- wants to live with her older sister after high school

Needs

- requires assistance with time and money management, reading text higher than 4th grade
- understanding boundaries in relationships - is easily taken advantage of by friends and strangers
- needs support in navigating social interactions and social rules in unfamiliar settings
- requires guidance in developing problem-solving skills and handling conflict - she cries when she receives constructive criticism

Are there transition services in the IEP that will reasonably enable the student to meet their postsecondary goal(s)?

Transition activities consist of a ***coordinated set of activities*** designed to help achieve measurable postsecondary goals. Unlike annual goals, transition services are not specific objectives but rather the activities, strategies, and steps provided by a network of adults—including special and general education teachers, school counselors, school club advisors, outside agencies, etc. —to support the student in reaching their postsecondary goals.

Once the IEP team has considered the assessment results and developed the post-secondary goals, the team must determine the services/activities that will be provided to help the student move towards attaining the PSGs.

- Activities are one-time or short-term events
- Activities and services listed on the IEP should be completed during timeframe of the current IEP
- There should be at least one activity or service listed for each PSG
- Activities must be completed within the year
- The school district is responsible for ensuring all transition activities are completed within the year

When planning annual activities and services for each student, consider the experiences and opportunities that will advance their progress toward achieving their postsecondary goals during the current IEP year.

The IEP team must consider each of the following areas when developing transition services/activities:

- Instruction the student needs to receive in specific areas to complete needed courses
- Related services the student may need to benefit from special education while in school, and related service needs the student may need beyond school
- Community experiences provided outside school or in community settings
- Work experience, employment, or other adult living objectives the student needs to achieve postsecondary goals
- Acquisition of daily living skills (if appropriate)
- Functional vocational evaluation (if appropriate)

Activities are the opportunity for students to learn about what it takes to move their goals from dreams to reality. Example: It's OK for a 14 year old that's never played football to have an employment PSG of playing football in the NFL. The activities will then be focused on understanding the steps of becoming an NFL football player - moving future PSGs towards more realistic targets.

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EXAMPLES QUESTION 4



Examples of Activities for Education/Training

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Learn personal information • Visit adult service providers • Learn about college disability services • Explore college majors • Learn about financial aid and scholarships, FAFSA • Use video modeling for (indicate any type of task) | <ul style="list-style-type: none"> • Attend college fairs • Learn first aid and CPR • Take CNA training at high school • Practice accepting constructive criticism from job coach • Practice role playing activities demonstrating appropriate work behaviors | <ul style="list-style-type: none"> • Learn safety skills needed for postsecondary goals (kitchen, personal safety, transportation, etc) • Discuss and exhibit appropriate dress/hygiene for the workplace • Learn vocabulary words that pertain to postsecondary goals |
|---|--|---|

Examples of Activities for Employment

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Explore different careers by viewing career videos online and reporting on top 3 careers of interest • Develop transition portfolio binder to include items like resumes, references or sample interview question answers, photos of mastered work tasks, etc • Job shadow in an occupation of interest | <ul style="list-style-type: none"> • Learn and practice job interview skills/negotiating skills • Learn resume writing skills and develop a resume • Learn how to complete job applications • Learn and practice the difference between appropriate social skills for the classroom environment and work environment | <ul style="list-style-type: none"> • Research local employment opportunities in student's chosen field • Meet with military recruiters to learn about opportunities available and qualifications needed • Practice tracking media outlets that cover your employment goal (LinkedIn, Glassdoor, Indeed, etc.) |
|---|--|--|

Examples of Activities for Independent Living

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Explore information regarding student's desired adult living arrangements • Practice self-advocacy skills by distinguishing between private and public information • Register to vote and learn about election process • Estimate living expenses for the week/month • Learn how to acquire a state issued identification card and how it can be used | <ul style="list-style-type: none"> • Learn about and practice performing simple repairs on a home • Determine transportation options in the community and explore best options • Identify and learn about community medical and health services • Learn and practice directions for taking medication correctly using supervision/assistive technology • Learn and practice budgeting skills | <ul style="list-style-type: none"> • Learn the steps in preparing a healthy and balanced meal • Learn how to develop emergency procedures for use at home • Learn expectations for eating in restaurants and visit a restaurant • Memorize important information in case of emergency (emergency contact) • Explore proper etiquette skills in using social media and digital devices |
|---|---|--|

QUESTION 5



Do the transition services include courses of study that will reasonably enable the student to meet their postsecondary goals?

Consider the course of study as a map outlining the necessary coursework and experiences the student will need to complete in high school to transition effectively to their postsecondary goals. This approach can help students, parents, educators, and outside agencies evaluate the feasibility of the postsecondary goals. For instance, if a student aspires to become a doctor, the required courses (e.g., advanced math and science) should be discussed. This can help determine if the goal is realistic or if adjustments are needed.

Based on the student's measurable postsecondary goals, identify the coursework and experiences necessary to achieve these goals. If the student's postsecondary goals change, the course of study may need to be updated accordingly.

- **Course Listing:** Courses must be listed from the current year through graduation or until the student exits special education.
 - For students receiving instruction in functional academics and life skills, the description must be an individualized list of courses that contains a narrative focusing on specific skills/knowledge to be learned in each class.
 - Use functional course names (e.g., community employment, basic cooking, budgeting math, social skills) and consider aligning course content to Nebraska's extended indicators

Even if the student is receiving services outside the school district, a course of study must still be included.

Avoid using vague terms like 'electives.' Instead, specify elective classes based on the school's graduation requirements and the student's career interests. This can help the student assess their genuine interest in these fields.

College Preparation: If the PSGs includes attending college, ensure that all necessary high school courses to meet college admissions and readiness requirements are discussed and listed. This includes, higher-level math and other relevant courses.

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EXAMPLES QUESTION 5



Example: (include the official course names)

8th Grade: Life Science, Pre-Algebra, US History, English, Band, PE, Health,
9th Grade: English 1, Algebra 1, Physical Science, PE, American History, Art, Band
10th Grade: English 2, Geometry, Biology, Personal Finance, Western Civ, Weights, Band
11th Grade: English 3, Algebra 2, Applied Science, Computer Tech, Industrial Tech, Band, Welding
12th Grade: English 4, Technical Math, Civics, Small Engines, Drafting, Electronics, Band

If a course is created specifically to meet student needs, but its curriculum and content is not spelled out in your district's course handbook, a description of the class is needed in the courses of study.

Example:

8th Grade: Fundamentals of English, Fundamentals of Math, Fundamentals of Science, Fundamentals of Social Studies, PE, Health, Art, Band
9th Grade: Fundamentals of English, Fundamentals of Math, Fundamentals of Science, Fundamentals of Social Studies, PE, Health, Band, Introduction to Industrial Technology
10th Grade: Fundamentals of English, Fundamentals of Math, Fundamentals of Science, Fundamentals of Social Studies, Pottery/Sculpture, Child Care/Food/Nutrition, Band, Choir
11th Grade: Fundamentals of English, Fundamentals of Math, Fundamentals of Science, Fundamentals of Social Studies, Band, Choir, Child Development, Work-based learning internship in preschool
12th Grade: Fundamentals of English, Fundamentals of Math, Fundamentals of Science, Fundamentals of Social Studies, Band, Food/Nutrition/Family Connections, Work-based learning internship with Kindergarten students (2 class periods)

Description of Fundamentals Classes: These courses are designed for students who require an alternate curriculum in mathematics, reading, written and oral expression, science, and social studies. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. The grading system is pass/fail for these courses.

If the student is staying past their senior year until 21, write the course of study to reflect the academic AND functional performance skills that will be taught each year (narrative):

Example:

Year 1 of 18-21 programming:

personal preferences class, meal prep and cooking class, community safety class, life skills math and reading classes

Year 2 of 18-21 programming:

self-advocacy class, social skills class, interpersonal relationships class, life skills math and reading classes

Year 3 of 18-21 programming:

personal finance class, home safety class, community living class, emergency first aid class, life skills math and reading classes

Again, if a course is created specifically to meet student needs, but its curriculum and content is not spelled out in your district's course handbook, a description of the class is needed in the courses of study.

EXAMPLES, CONT. QUESTION 5



'Student' is a freshman at Nebraska High School. Presently, he is enrolled in the following classes: English 1, Algebra 1, Physical Science, PE, American History, Art, Band

At this time, 'Student' is earning credits to graduate with his peers at the end of his senior year in May of 20XX. Because 'Student' is interested in a career in welding, the geometry and English classes he will take next year will prepare him for reading college level textbooks and blueprints, and provide math instruction beneficial for a career in welding. This coursework will also provide the foundation for earning a welding certificate and aligns with our district's graduation requirements.

When 'Student' is a junior and senior, he will take upper level English, math, and science courses, and career/technical education classes. These courses will also prepare 'Student' for college coursework necessary for him to enter a welding certificate program at a community college.

Students with significant disabilities will have a different narrative here. That's OK. Describe the significance of their disability in a sentence or two.

Describe the life skill academics and functional performance (daily living and pre-employment skills) you anticipate them needing from now until graduation. Example below:

'Student' is enrolled in life skills reading, math, daily living, and pre-employment classes. 'Student' will work on recognizing environmental print and community signage during reading instruction. 'Student' will work on 1-1 object correlation (up to 6 objects) and using measuring cups/spoons during math instruction. Daily living instruction will focus on hygiene, laundry, and cooking. Pre-employment skills will be developed through completing one-step directions utilizing task boxes. The nature and severity of 'Student's' disability requires hand-over hand support to complete most curriculum tasks. 'Student' also requires frequent breaks during the day for feeding via g-tube, personal hygiene care, and to stretch on the floor. 'Student' loves animals and wants to live in a community-based residential apartment after graduation, 'Student's' life skill coursework is designed to maximize his independence and develop pre-employment skills to gain supported employment in a setting with animals.

Projected Date and Description of Anticipated Graduation Program Completion Examples:

- Student A is projected to graduate with their class in May of 20XX upon completion of their previously outlined course of study
- Student B is projected to participate in social graduation with their class in May of 20XX and receive a certificate of attendance at the graduation ceremony. They will continue with special education services as outlined in their courses of study until Student B finishes the year in which they turn 21 years of age. Then Student B will transition to an adult service provider of their choosing, as Student B is eligible for adult services from DHHS-Developmental Disabilities
- Student C is completing credit recovery and the IEP team has identified the courses and the timeline needed to graduate with Student C's peers in May of 20XX. Student C's plan of credit recovery is described within the courses of study section

QUESTION 6



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

Annual IEP goals are the academic, functional, and/or behavioral objectives derived from the needs identified in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and the age-appropriate transition assessments. Annual goals state the skills the student will learn within the next year that will move the student toward achieving the postsecondary goal(s) and link to the student's transition plan.

Compliance means there is documentation in the IEP that at least one annual goal is connected to a postsecondary goal.

Consider the following - a student's employment postsecondary goal requires a 4 year degree. Think about why the student needs special education supports and what skills do they still need to acquire in order to be accepted into college and be successful in college.

- If the student struggles with meeting homework deadlines, there may be an annual IEP goal that supports executive functioning skills with organization, time management, etc. - that goal could then be linked to the employment PSG and/or education PSG since it is a necessity to meet both

How do we know we have linked an annual goal to a postsecondary goal?

- Start by thinking about the reason the student needs specialized instruction from special education? (Why are they in special education?)
- Consider the minimum industry standards needed to move from high school toward their postsecondary goals (for example, if the student wants to work in construction, can they measure lumber to 1/16"?)

How do we indicate the alignment of the annual goal to the PSG?

Some IEP forms have checkboxes to indicate the PSG in which each annual goal aligns Others do not. In this case, you could make a statement that this annual goal aligns to _____ PSG.

Or you could write the annual goal to indicate its alignment to a postsecondary goal, like this:

In order to access college level academics, Josie will read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range, in 4/5 opportunities.

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SPED

SPECIAL EDUCATION

Example Annual IEP Goals and how they could connect to Postsecondary Goals.

1. Grade 9 example - PSG - attend a local community college to become an automotive technician. (By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiency.)

Given instruction and support, Paul will improve his reading comprehension from 13 responses correct to 18 responses correct or the 25th percentile on 8th grade level responses correct over 5 timed trials when given 8th grade level reading probes by March 22, 20XX.

2. Grade 11 example - PSG - live independently with adult support to manage daily living with financial and medical support. (Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Evaluate and compare strategies on the basis of expected values.)

Given instruction and practice, Greg will increase his personal math skill from budgeting a list of 5 items up to \$100 with 50% accuracy to budgeting a list of 20 items up to \$1,000 with 95% accuracy when given teacher developed math probes by April 9, 20XX.

Objectives -

- Create a budgeting list of 10 items to \$200
- Create a budgeting list of 15 items to \$500
- Create a budgeting list of 20 items to \$750

3. Age 19 example - PSG - work PT with adult support to choose items when creating table decorations at the local senior center. (Build interpersonal Relationships; Communicate personal feelings, needs, and ideas constructively.)

Given instruction and adult support, Samantha will use her alternative communication to communicate preference between two activities or objects using eye gaze from a baseline of 75% of the time to 90% of the time on 3 consecutive trials as measured by teacher developed progress monitoring by October 21, 20XX.

Objectives -

- Use eye gaze to switch between familiar items with familiar and unfamiliar staff
- Respond to prompt "which one" 80% of the time on 3 consecutive trials
- Respond to prompt "which one" 85% of the time on 3 consecutive trials

4. Grade 9 example - PSG - attend college to become an athletic trainer. (Identify how personal interests, abilities, and skills relate to choosing a career; Identify impact of abilities and skill on career development.)

Given examples, instruction and support, Adam will increase his self-determination/advocacy skills from 12 to 44 on 5 consecutive trials on the teacher developed task analysis self-determination skills rubric by January 7, 20XX.

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

Consider the following:

- There is documented evidence in the IEP file that the student was invited to participate in his/her IEP meeting prior to the day of the meeting. There must be documentation of an invitation that specifically names the student and is dated prior to the date of the meeting.
- Invitation to a meeting addressed specifically to student (may be co-addressed with parents). Use meeting notice form on SRS, Synergy, Power School or other school management system.
- Copy of a separate invitation to the student using standard school invitation that documents delivery method and date. Must be uploaded to the school management system.
- A student's signature of attendance on the participants' page of the IEP will not meet this compliance requirement.

007.03A10 If the purpose of the meeting is to consider postsecondary goals for the child and the transition services needed to assist the child in reaching those goals: 007.03A10a The school district or approved cooperative must invite the child; 007.03A10a(1) If the child does not attend the IEP meeting, the school district or approved cooperative shall take other steps to ensure that the child's preferences and interests are considered.

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?

Consider the following when inviting an outside agency to be part of the IEP Team Meeting:

- Parental permission to invite outside agencies **MUST** be dated prior to the IEP meeting. If a phone call, email or text message was the method of obtaining permission, attach documentation to the notice of meeting if possible.
- An adult agency representative is 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. The IEP Team may choose to invite agency representatives earlier in the planning process especially if they are already providing services. Exception: If an agency has a custodial role with the student, parental consent to invite the agency representative is not required.
- Evidence that this area is compliant will be determined by reviewing the student's IEP file for both PARENTAL CONSENT and the AGENCY INVITATION. That is the only way to document that the parental consent was obtained prior to the agency invitation. Please note that there are no specific requirements, at this time, as to what the agency invitation must include; it could be an email, documentation of a phone call, or a letter.
- Compliance requirements around parental consent do not apply to linkages. As a member of the special education team, actively facilitate linkages to appropriate agencies as early as possible with students and families. Linkages could be an appropriate transition activity. Linkages can be effectively facilitated outside of the IEP meeting. Work with the local agency partners to establish relationships and to develop strategies.
- If an adult service agency is not likely to provide and/or pay for transition services, a simple description reflecting why an adult agency would not provide and/or pay for services the next year must be included in the IEP.
- If a parent or an adult student does not give permission to invite an outside agency, then the agency cannot be invited. Denial of permission should be documented on the IEP with wording similar to "parents declined agency permission at this time. At any time, the school stands ready, willing and able to provide agency connection for parent/guardian and student."
- Adult agency may include Nebraska Vocational Rehabilitation (IDVR), mental health, service coordinators, independent living centers personnel, disability service coordinators, etc.
- The parent may invite and bring an outside agency at their discretion.

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

- Parental consent to invite an agency is in the file.
- There is dated evidence to invite the agency; and
- The parental consent is dated prior to the agency invitation.

Question #8 will be reviewed as N/A if:

- Parents did not provide consent to invite an outside agency (which must be documented in the IEP); or
- An adult agency is not likely to provide and/or pay for transition services within the next year (which must be documented in the IEP under "Interagency Linkages").

Question #8 will be reviewed as non-compliant if:

- An agency attends the meeting and the file does not have documentation of both agency invitation and parental consent dated prior to the agency invitation; or
- An agency that is likely to provide and/or pay for transition services within the next year is not invited to the IEP.

007.03A10b To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, the school district or approved cooperative must invite a representative of any participating agency that is likely to be responsible for providing or paying for the transition services.

COMPLIANCE AND EFFECTIVE PRACTICES



Compliance and Effective Practices

1. **Compliance:** Compliance is guided by state and federal rules and regulations. Each requirement specified in this document is linked to a particular rule. State and local agencies must thoroughly understand and adhere to these rules. Meeting the standards set by the rules and the Individuals with Disabilities Education Act (IDEA) constitutes the minimum requirement during implementation.
2. **Effective Practices:** Effective practices build upon compliance by utilizing evidence-based tools and strategies. While Local Education Agencies (LEAs) are encouraged to adopt these practices to improve student services, such adoption is not legally mandated. These practices serve as enhancements to meet and exceed the basic compliance standards.

FINAL CONSIDERATIONS

Looking to make positive, long-term improvements in your Indicator 13 file reviews?

Consider:

- What system is in place to ensure that students 14 years and older are being invited to the IEP meeting? Who is monitoring the accuracy and timeliness of these invitations?
- How are you gathering student input to ensure their voice is clearly heard in the IEP? Are you using student structured interviews annually?
- How are you ensuring meaningful parent/guardian participation in the IEP? How are you capturing the parent/guardian's hopes, dreams, and concerns for the future?
- What system is in place to ensure that parents are provided the opportunity to allow the appropriate outside agencies attend the IEP? Who is monitoring the accuracy and timeliness of these invitations?
 - If the team determines that an agency is not necessary to participate in the IEP, but it is not documented in the IEP - how might you address this during the meeting?
- When conducting transition assessments annually, are you gathering SPIN (strengths, preferences, interests, and needs) in the areas of employment, education/training, AND independent living skills? What steps might you take to include better assessments?
- What activities are already occurring in general education and CTE settings that would be appropriate transition assessments and/or transition activities?
- How do you help facilitate discussion to address goals that are unrealistic at the IEP meeting? Are you using data to support this discussion?
- After reviewing the Indicator 13 components of the IEP, did you observe any of the criteria that were consistently missing? What steps can you take to improve transition-focused IEPs in your district?

RESOURCES



Arizona Department of Education <https://www.azed.gov/specialeducation/transition/indicator-13>

Arkansas Transition <https://arkansastransition.com/images/Transition%20Activities2020.pdf>

Colorado Department of Education https://www.cde.state.co.us/cdesped/indicator_13

Division on Career Development and Transition (DCDT) <https://dcdt.org/>

Indiana University Bloomington

<https://www.iidc.indiana.edu/cclc/training-and-events/secondary-transition.html>

Kansas Technical Assistance System Network <https://ksdetasn.org/>

National Technical Assistance Center on Transition: The Collaborative (NTACT: C) Indicator 13 Checklist.

https://transitionta.org/wp-content/uploads/docs/NTACTC_ChecklistFormA.pdf

Transition Tennessee Transition IEP Indicator 13 Checklist

<https://transitiontn.org/downloadable/transition-iep-indicator-13-checklist/>

Vermont Agency of Education <https://education.vermont.gov/sites/aoe/files/documents/edu-writing-quality-secondary-transition-ieps-that-include-the-required-elements-of-indicator-13.pdf>

