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From Knowing to Doing
Indicator 13 Self-Evaluation

Teacher Zoom Series

Buckle Up!

Ten Road Trip Tips to Navigate the Indicator 13 Self-Assessment

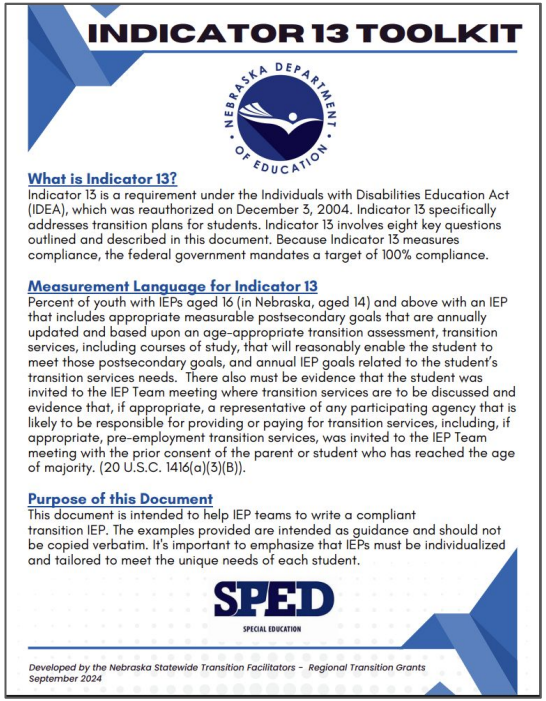
August 2026

Amy Slama and Adrienne Kennedy

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Before you get started, grab a copy of the Indicator 13 Toolkit and the Indicator 13 Checklist



INDICATOR 13 TOOLKIT

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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

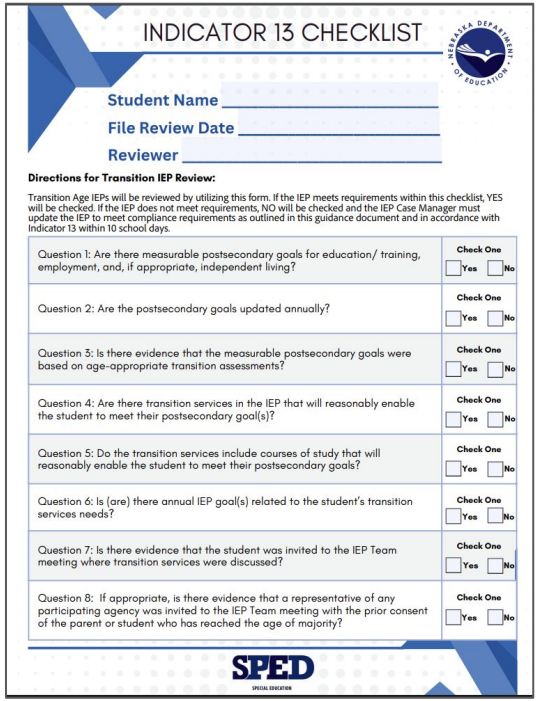
Percent of youth with IEPs aged 16 (in Nebraska, aged 14) and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the 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.

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SPECIAL EDUCATION

Developed by the Nebraska Statewide Transition Facilitators - Regional Transition Grants
September 2024



INDICATOR 13 CHECKLIST

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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.

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

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SPECIAL EDUCATION

Today's Goal

By the end of this training, you will be able to:

- ✓ Score each Indicator 13 question with confidence
- ✓ Recognize strong evidence and missing evidence
- ✓ Use self-assessment findings to strengthen future transition planning

Our Evidence Documentation Tool



You are NOT auditing yourself. You are NOT defending your IEPs.

You are simply answering: **"Is there enough evidence to score YES?"**

Meet Our Scorecard

- 🟢 **YES - Evidence supports compliance**
- 🟡 **MAYBE - Need to look closer**
- 🔴 **NO - Required evidence is missing**

No guilt. No guessing. Just evidence and learning.

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Ready for our Ten Road Trip Tips to Navigate the Indicator 13 Self-Assessment?



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Tip #10 - Develop a Clear Roadmap



TIP #9 - Start with existing student data

Before you review any of the Indicator 13 questions…

Ask:

What do we already know about this student?

TIP #9 - Data Is Everywhere!

Examples:

- ✓ Classroom performance
- ✓ CTE rubrics
- ✓ Related Service Providers
- ✓ Student voice
- ✓ Attendance
- ✓ Work experiences
- ✓ Counselor input
- ✓ Family voice

If someone's already collected it...use it!

Hold Up, Indicator 13 Purists!

We Just Got Busted! You might be thinking, "Wait, this isn't even an Indicator 13 question." And you're right. There is no Indicator 13 question that asks:

❌ Did you review attendance?

❌ Did you collect CTE input?

❌ Did you gather classroom data?

❌ Did you complete a data dig?

So why are we talking about it?



Great Self-Assessments Start Before Question 1

Indicator 13 doesn't ask, "Did you collect good data?"

But it DOES ask:

✓ Are PSGs based on assessment data?

✓ Do services/activities align with goals?

✓ Are annual goals connected to transition needs?

Without a strong, holistic understanding of the student...those questions become much harder to answer and the roadmap is unclear.

TIP #9 - Data Is Everywhere!

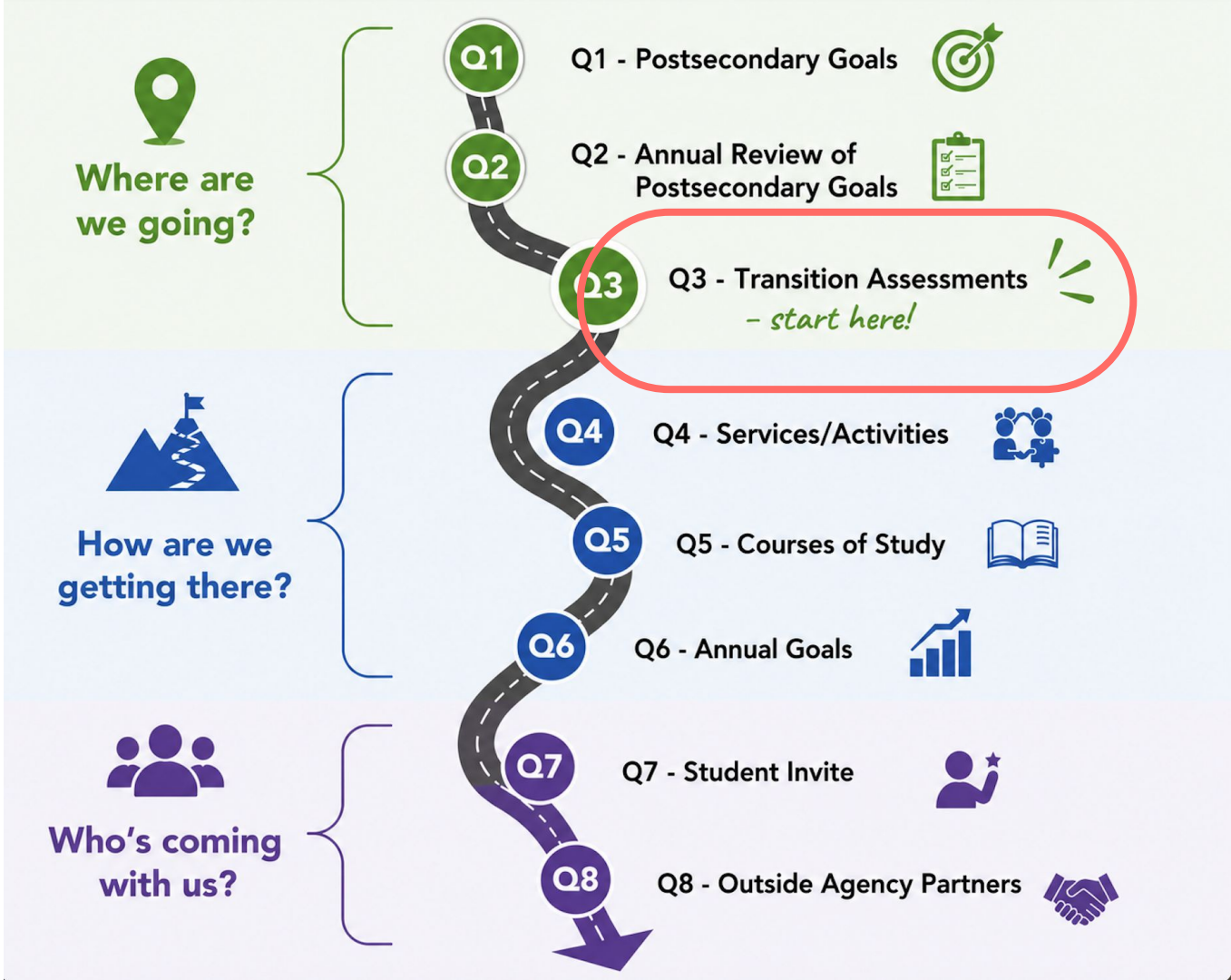


Look at the IEP - did you gather evidence from multiple sources prior to conducting transition assessments?

- 🟢 **YES - Evidence supports compliance**
- 🟡 **MAYBE - Need to look closer**
- 🔴 **NO - Required evidence is missing**

Mark this with your assessment data - coming up soon!

Transition Roadmap



Indicator 13 - Question 3

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

92 NAC 51-007.07A9:
Beginning no 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.

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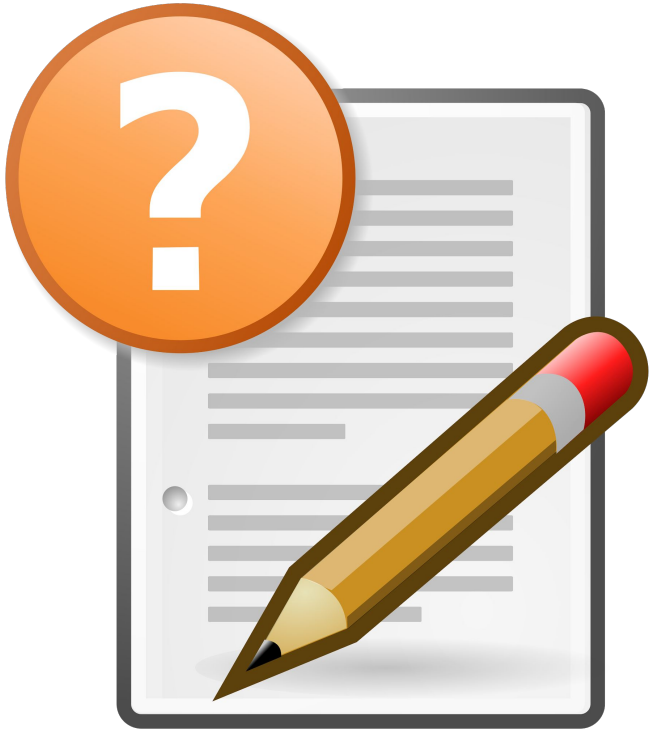
Tip #8 - Assess With Purpose

Less effective assessment question:

"What assessments should I give?"

More effective assessment question:

"What do I still need to know?"



Tip #8 - Assess With Purpose

Every assessment should answer one (or more) of these:

- What does the student want? (preferences/interests)
- What can the student do right now? (baseline skills)
- What skills are needed for the goal? (what gaps exist?)

If it doesn't answer one of these, don't do it - find something else that answers these questions!

Tip #8 - Assess With Purpose

What information is missing?

From your current data, consider:

- Employment - do we have meaningful interest/career data?
- Independent Living - do we have baseline functional data?
- Student Voice- do we truly know what the student wants?
- Family Input - do we understand the family's vision?

Tip #8 - Assess With Purpose

Age-appropriate transition assessments are the fuel to get where we are going!

- Transition assessments must be completed **annually** (within the last year)

- A **minimum** of **two assessments** must be completed
  - name of each assessment used
  - list the individual(s) who completed it (e.g., student, teacher, parent)

Indicator 13 Checklist, Question 3

Evidence Submitted:
Copy of IEP

*** 8. List age-appropriate assessments used to determine goals needed.**

*** 9. Were age-appropriate transition assessments used? 92 NAC 51-007.07A9a**

- ○ Yes – 2 or more age-appropriate transition assessments were used no more than 1 year prior to the IEP
- ○ No – 1 or fewer age-appropriate transition assessments were used
- ○ No – Age - appropriate transition assessments are listed, but have not been given to the student yet
- ○ No - Age-appropriate transition assessments are listed, but are more than a year old

11. Is there evidence that the measurable post-secondary goals were based on age appropriate transition assessments?
Mark only one circle per row.

*** Employment:**
○ Yes ○ No ○ Not Applicable

*** Education and/or training:**
○ Yes ○ No ○ Not Applicable

*** Independent living skills, if applicable:**
○ Yes ○ No ○ Not Applicable

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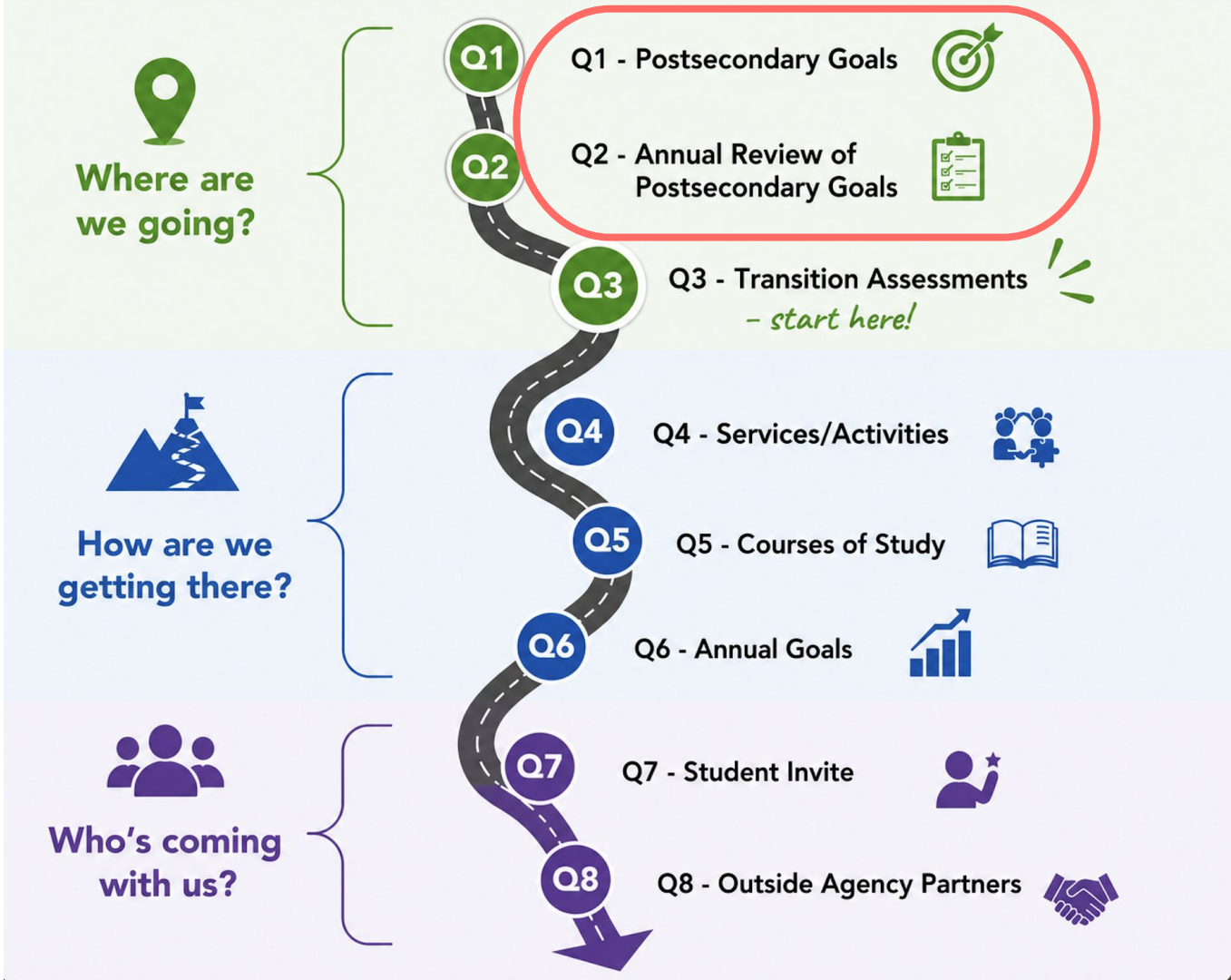
Tip #8 - Assess With Purpose



Look at the IEP - did you conduct 2+ transition assessments with purpose and intention?

- 🟢 **YES - Evidence supports compliance**
- 🟡 **MAYBE - Need to look closer**
- 🔴 **NO - Required evidence is missing**

Transition Roadmap



Indicator 13 - Question 1

Are there appropriate measurable postsecondary goals?

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.

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and Indicator 13 - Question 2

Are the postsecondary goals updated annually?

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.

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Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

When creating postsecondary goals, you will need:

- **The student**
- Present levels of performance data
- Transition assessment data
- Current IEP progress
- Student and family input

Each PSG goal will be:

- Student-driven
- Student friendly language
- Rooted in data



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Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

PSGs will be **newly developed**

- First transition IEP or heading down a completely new path from previous PSG.

PSGs will **stay the same**

- Student is continuing on the same path, and current transition assessments and other data still align with the existing goals.

PSGs will be **revised**

- Similar to previous PSG with minor adjustments.

Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

Required:

- Employment - Where is the student going to work?
- Education and Training - How will the student develop skills to work?

If needed, based on data:

- Independent Living - How will the student live, participate in the community, and manage daily life after high school

Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

If it is determined that an **Independent Living PSG is not needed**, this should be **explicitly** stated—either in the summary of assessment findings or in the section where transition assessments are listed.

Example statement:

An independent living skills assessment was completed. Upon reviewing the assessment data, the IEP team determined that an independent living postsecondary goal is not needed at this time.

Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

Route to a compliant postsecondary goal:

_____	_____	**WILL**	_____	_____
(After HS)	**(Name/I)**		**(behavior)**	**(where/ how)**

Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

Post-secondary goals - more broad for 7th - 10th graders:

- After graduation, Amy will attend a community college
- Upon graduation, I will work part time
- After graduation, I will live with my parents

PSGs - refined as students age - include location & activity

- After graduation, Amy will attend CCC-Columbus and obtain a degree to become a welder
- Upon graduation, I will continue my part-time job at Wendy's
- After graduation, I will live in the dorm at Central Community College - Columbus with a friend from high school

Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

A road trip does not start without a destination. Postsecondary goals tell us where the student wants to go after high school so we can plan the best route to get there.

Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

10. Are there measurable post-secondary goals? 92 NAC 51-007.07A9a
Mark only one circle per row.

*** Employment:**
Yes No Not Applicable

*** Education and/or training:**
Yes No Not Applicable

*** Independent living skills, if applicable:**
Yes No Not Applicable

You cannot select N/A for Employment or Education/ Training PSGs as they are required for EVERY transition age student - period - regardless of severity of disability

Evidence Submitted:
Copy of IEP

Indicator 13 Checklist, Question 2: Are the postsecondary goals updated annually?

*** 12. Are the post-secondary goals updated annually? 92 NAC 51-007.07A9**

Mark only one circle.

- Yes – IEP and transition goals were updated during the past 365 days
- Yes – IEP was updated. The transition goal was reviewed and determined to be still appropriate for the Student
- No – IEP was updated, but transition goals are the same from one year to the next
- No – The IEP was updated beyond 365 days (the District was late in conducting the meeting)
- No – There is no current IEP on file (only a draft IEP is available, or no current IEP)

Evidence Submitted:
Copy of IEP

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Tip #7 - Where is the Student Going? Postsecondary Goals (PSGs)

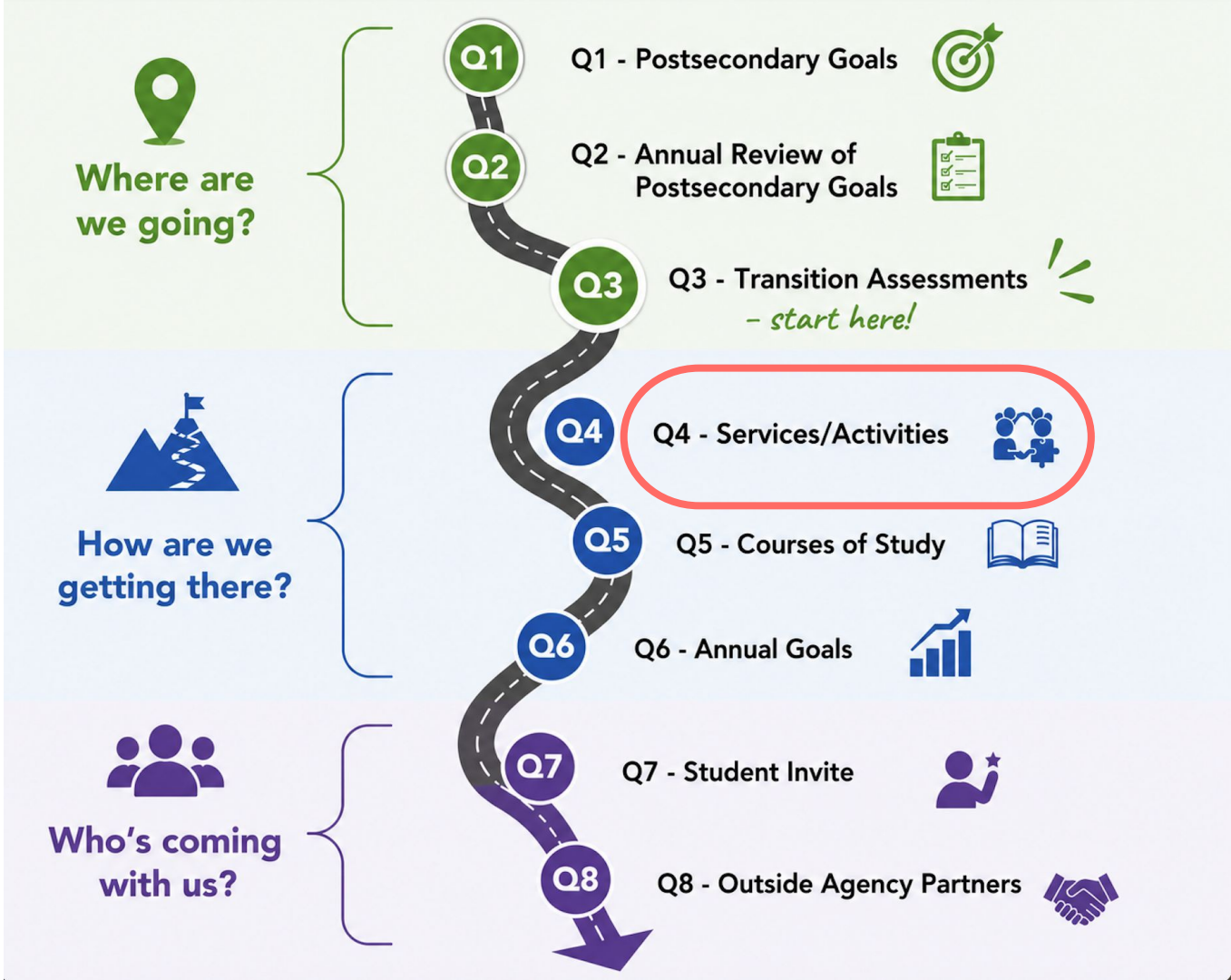


I13-Q1 & Q2

Look at the IEP - postsecondary goals are written in correct format: *"After graduation, student/I will…"* and are updated annually:

- 🟢 YES — Evidence supports compliance
- 🔴 NO — Evidence is missing or unclear
- 🟡 MAYBE — We need more information

Transition Roadmap



Indicator 13 - Question 4

Are there transition services/activities in the IEP that will reasonably enable the student to meet their postsecondary goals?

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.

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Tip #6 - Exploring along the way- Aligned transition services/activities

What's the strangest roadside attraction you've visited?

Anyone seen the ball of twine in Kansas???



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Tip #6 - Exploring along the way- Aligned transition services/activities

Transition services are the activities, supports, and experiences that help students move from high school to adult life

- Focused on results and preparing students for life after high school
- Based on the student's strengths, preferences, interests, and needs
- Designed to help students reach their postsecondary goals

Tip #6 - Exploring along the way- Aligned transition services/activities

I13-Q4

Consider:

🚗 **Instruction** – teaching academic, employment, and/or independent living skills

🤝 **Related Services** – transportation, counseling, or OT/PT/SLP supports specific to their PSGs

🏢 **Community Experiences** – job shadows, work experiences, volunteering, or community participation

💼 **Employment & Adult Living Preparation** – career exploration, job training, and planning for adult life

🏠 **Daily Living Skills & Functional Vocational Evaluations** (when appropriate) - budgeting, self-care, transportation, and assessments of work skills

Tip #6 - Exploring along the way- Aligned transition services/activities

Why are activities essential to a successful "road trip"?

- **Provide meaningful experiences:** Create opportunities for students to explore their final destination- their postsecondary goals.
- **Build essential skills:** Help students acquire the knowledge and competencies necessary to achieve those goals.
- **Facilitate reflection:** Treat post-activity debriefs like a "rest stop"- a crucial time for teacher-student conversations to review what was learned, discuss observations, and ensure the student remains on the right path toward their destination.

Tip #6 - Exploring along the way- Aligned transition services/activities

- Activities are **one-time or short-term events**
- Provide a description of the service or activity that will be completed
- Activities and services listed on the IEP must be completed during the year the IEP is in effect
- There should be at least one activity or service listed for each PSG
- School is responsible for activity completion
- Activities must be adult-led - specify who will be responsible for completing the activity

Tip #6 - Exploring along the way- Aligned transition services/activities

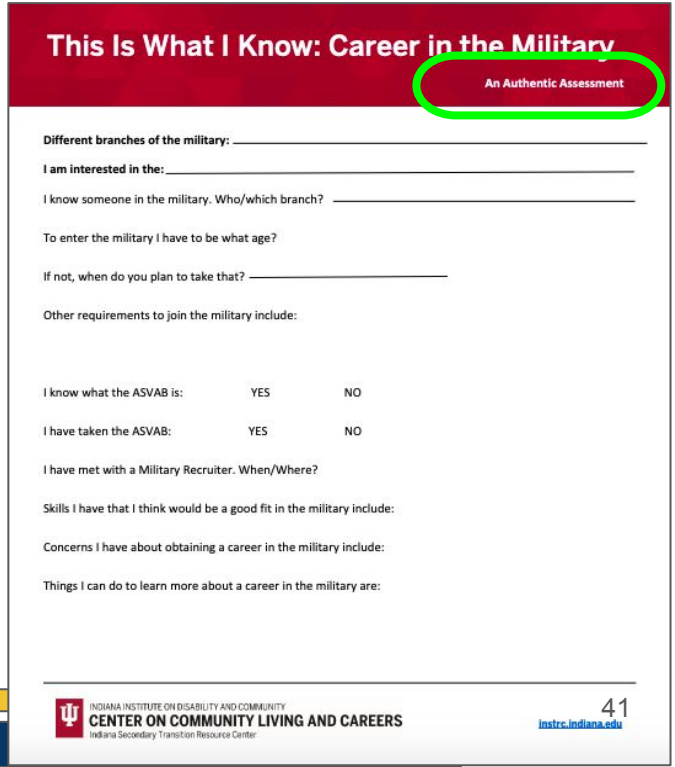
I13-Q4

[Indiana Transition Matrix]

Capture the Activity

Make the magic happen - discuss the activity with the student and encourage the connections between the activity and their PSG

Work smarter, not harder!



This Is What I Know: Career in the Military

An Authentic Assessment

Different branches of the military: _____

I am interested in the: _____

I know someone in the military. Who/which branch? _____

To enter the military I have to be what age?

If not, when do you plan to take that? _____

Other requirements to join the military include:

I know what the ASVAB is: YES NO

I have taken the ASVAB: YES NO

I have met with a Military Recruiter. When/Where?

Skills I have that I think would be a good fit in the military include:

Concerns I have about obtaining a career in the military include:

Things I can do to learn more about a career in the military are:

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

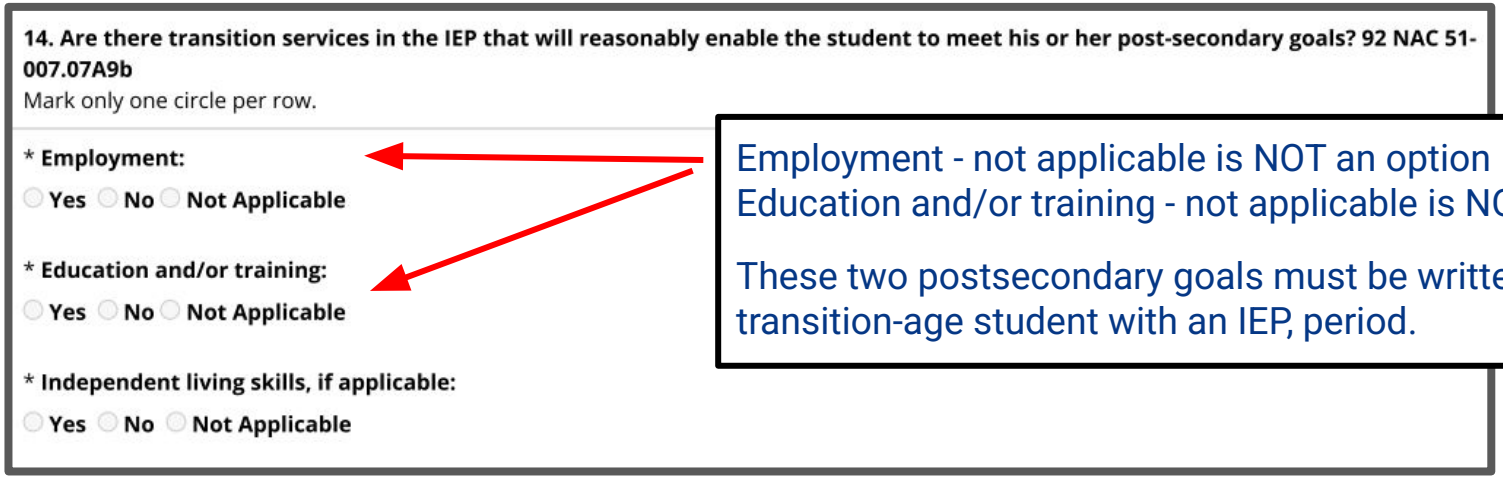
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Tip #6 - Exploring along the way- Aligned transition services/activities

I13-Q4



14. Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals? 92 NAC 51-007.07A9b

Mark only one circle per row.

*** Employment:**

Yes No Not Applicable

*** Education and/or training:**

Yes No Not Applicable

*** Independent living skills, if applicable:**

Yes No Not Applicable

Employment - not applicable is NOT an option
Education and/or training - not applicable is NOT an option

These two postsecondary goals must be written for EVERY transition-age student with an IEP, period.

Evidence Submitted:
Copy of IEP

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Tip #6 - Exploring along the way- Aligned transition services/activities



I13-Q1 & Q2

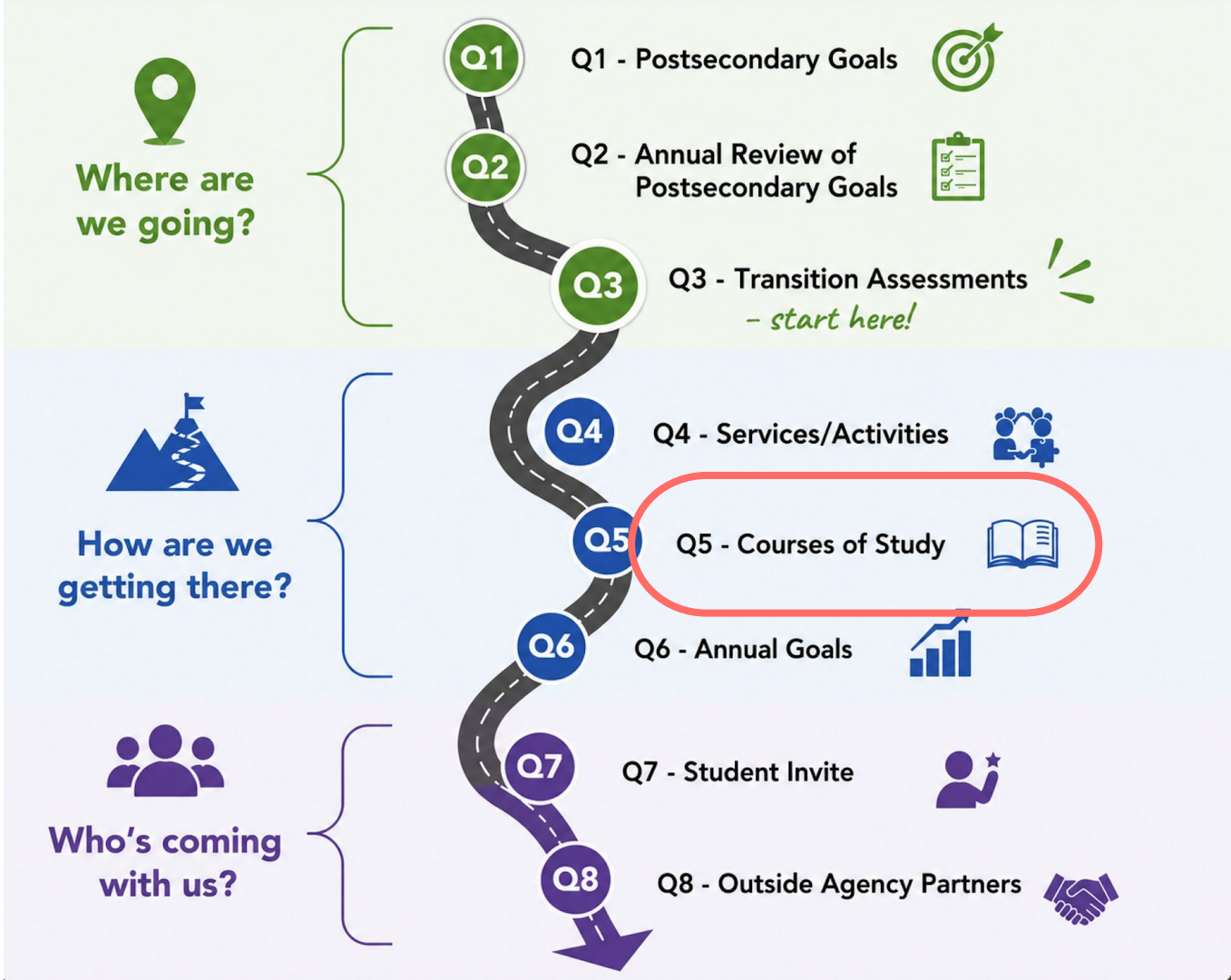
Look at the IEP - There is at least one aligned transition activity for each postsecondary goal

🟢 YES — Evidence supports compliance

🔴 NO — Evidence is missing or unclear

🟡 MAYBE — We need more information

Transition Roadmap



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)?

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:
51-007.07A9b: The transition services (including courses of study) needed to assist the child in reaching those goals

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Tip #5 - The Individualized Roadmap - Courses of Study

- **Be Specific with Course Titles:**
  - List courses exactly as they appear in your school's course catalog.
  - Avoid generic terms like "electives"
- **Explicitly Align with Post-Secondary Goals (PSGs):**
  - If the student plans to attend college, confirm courses satisfy college admission requirements, including advanced mathematics and other relevant subjects.
- **Review and update course lists annually:**
  - At the IEP meeting, summarize the previous year's coursework (e.g., successful completion, course drops, or lack of availability)
  - Provide a description of how current schedule supports the student's PSGs.

Tip #5 - The Individualized Roadmap - Courses of Study

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)
  - Consider aligning course content to the Nebraska Extended Indicators

Tip #5 - The Individualized Roadmap - Courses of Study

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

Tip #5 - The Individualized Roadmap - Courses of Study - Sample Narrative

I13-Q5

Student is a freshman at Paradise High School and is presently enrolled in English 1, Algebra 1, Physical Science, PE, American History, Art, and Band.

Student is earning credits to graduate with their peers in May 20XX. Because student is interested in a **career in welding**, the geometry and English classes they will take next year will prepare them 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 a**ligns with our district's graduation requirements.**

When student is a junior and senior, they 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 them to enter a welding certificate program** at a community college.

Tip #5 - The Individualized Roadmap - Courses of Study - Complex Learners

The courses of study narrative for complex learners may look different.

- Briefly describe the **nature and impact of the student's disability.**
- Outline the **academic and functional skills the student will develop before graduation** (e.g., daily living, self-advocacy, communication, community access, and employment skills).
- Ensure the **narrative reflects an individualized path** aligned with the student's strengths, support needs, and postsecondary goals.

Tip #5 - Courses of Study - Complex Learners

I13-Q5

Course Name	Course Description
Functional Literacy	Focuses on recognizing environmental print, community signs, and functional vocabulary to increase independence in community navigation and daily living activities.
Functional Math	Focuses on developing foundational math concepts through 1:1 object correspondence, counting up to six objects, and using measuring cups and spoons during cooking and other daily living routines.
Adaptive Daily Living	Focuses on increasing independence in personal hygiene, laundry, meal preparation, and other self-care routines through systematic instruction, visual supports, and hand-over-hand assistance as needed.
Pre-Employment Skills	Focuses on developing work readiness skills through following one-step directions, completing structured task-box activities, increasing task engagement, and building skills needed for supported employment opportunities with animals

Tip #5 - The Individualized Roadmap - Courses of Study - Complex Learner Narrative

The **nature and severity of student's 'disability requires** him to participate in an alternate curriculum. He needs 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 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**. 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.**

Tip #5 - The Individualized Roadmap - Courses of Study

Projected Date and Description of Anticipated Graduation Program Completion Examples:

Student A is projected to graduate with their class in May 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

Tip #5 - The Individualized Roadmap - Courses of Study

I13-Q5

A student's course of study acts as the route to their long-term transition goals, functioning like a GPS to prevent unnecessary detours.

- Providing a roadmap toward postsecondary goals.
- Ensuring access to relevant courses and experiences.
- Promoting collaboration between general and special educators.
- Bridging high school learning with adult life readiness.
- Individualizing plans to meet credit graduation requirement, supporting district graduation rates.

Tip #5 - The Individualized Roadmap - Courses of Study

* 15. Does the IEP include a course of study that will reasonably enable the student to meet his/her post-secondary goals? 92 NAC 51-007.07A9b
○ Yes – There is a specific course of study for each year from the current year though graduation or program completion
○ No – No course of study indicated
○ No – A course of study is for the term of the IEP, but does not extend through graduation or program completion
○ No – A course of study is indicated, but does not include coursework to enable the student to achieve the post-secondary goals

Evidence Submitted:
Copy of IEP

Tip #5 - The Individualized Roadmap - Courses of Study



I13-Q5

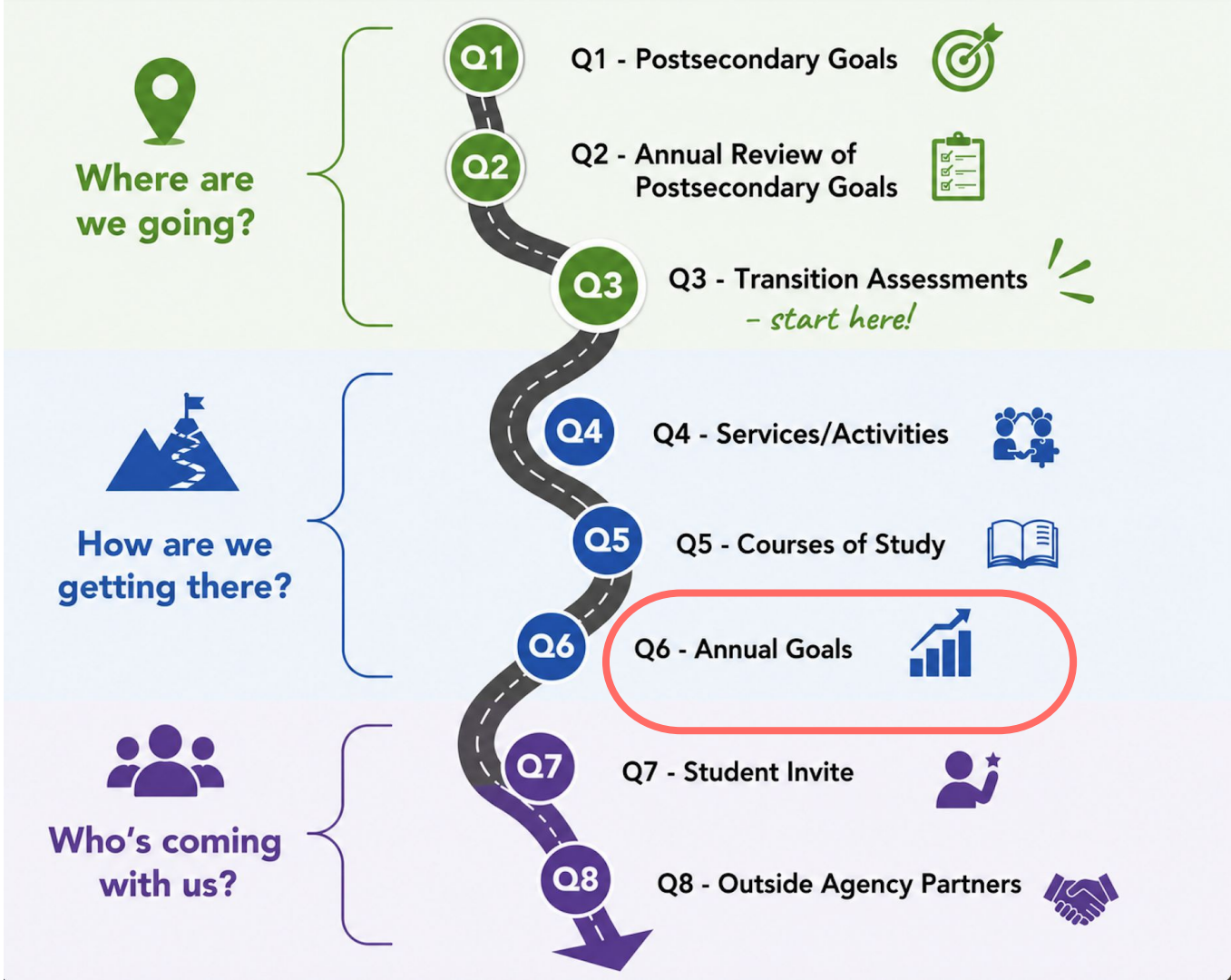
Look at the IEP - courses of study is outlined for every academic year until student graduates

🟢 YES — Evidence supports compliance

🔴 NO — Evidence is missing or unclear

🟡 MAYBE — We need more information

Transition Roadmap



Indicator 13 - Question 6

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

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:
51-007.07A9b: The transition services (including courses of study) needed to assist the child in reaching those goals;

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Tip #4 - Aligned Annual Goals

Annual IEP Goals

- **Minimum of One Aligned Goal to Meet Compliance**
- 12-month, skill-building targets measured during the school year
- Directly aligned to data found in the PLAAFP
- Represent logical steps for students to meet their Postsecondary Goals (PSGs)

Key Difference

- Postsecondary Goals (PSGs): Focus on outcomes **after graduation**
  - (e.g., "After graduation, John will…")
- Annual IEP Goals: Focus on **progress during the school year**
  - (e.g., "By May 2026, John will…")

Tip #4 - Aligned Annual Goals

I13-Q6

Postsecondary goal (employment):

"After graduation, Michael will work as an auto mechanic in a competitive employment setting."

Embedded Annual IEP Goal

"By May 2026, when given multi-step academic or functional tasks, Michael will use a visual checklist to independently sequence and complete all steps with 80% accuracy in 4 out of 5 opportunities."

Tip #4 - Aligned Annual Goals

The Purpose for Annual IEP Goals

Supports the student's destination = **Postsecondary Goals**

Creates a pathway to drive instruction = **Specially Designed Instruction**

Builds academic and functional skills = **Increase student performance**

Essential skill development = **Greater access to school, peers, and the community**

Tip #4 - Aligned Annual Goals

I13-Q6

*** 13. Are there annual IEP goals related to the student's transition service needs? 92 NAC 51-007.07A9b**

Mark only one circle.

- Yes
- No

Evidence Submitted:
Copy of IEP

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Tip #4 - Aligned Annual Goals



I13-Q6

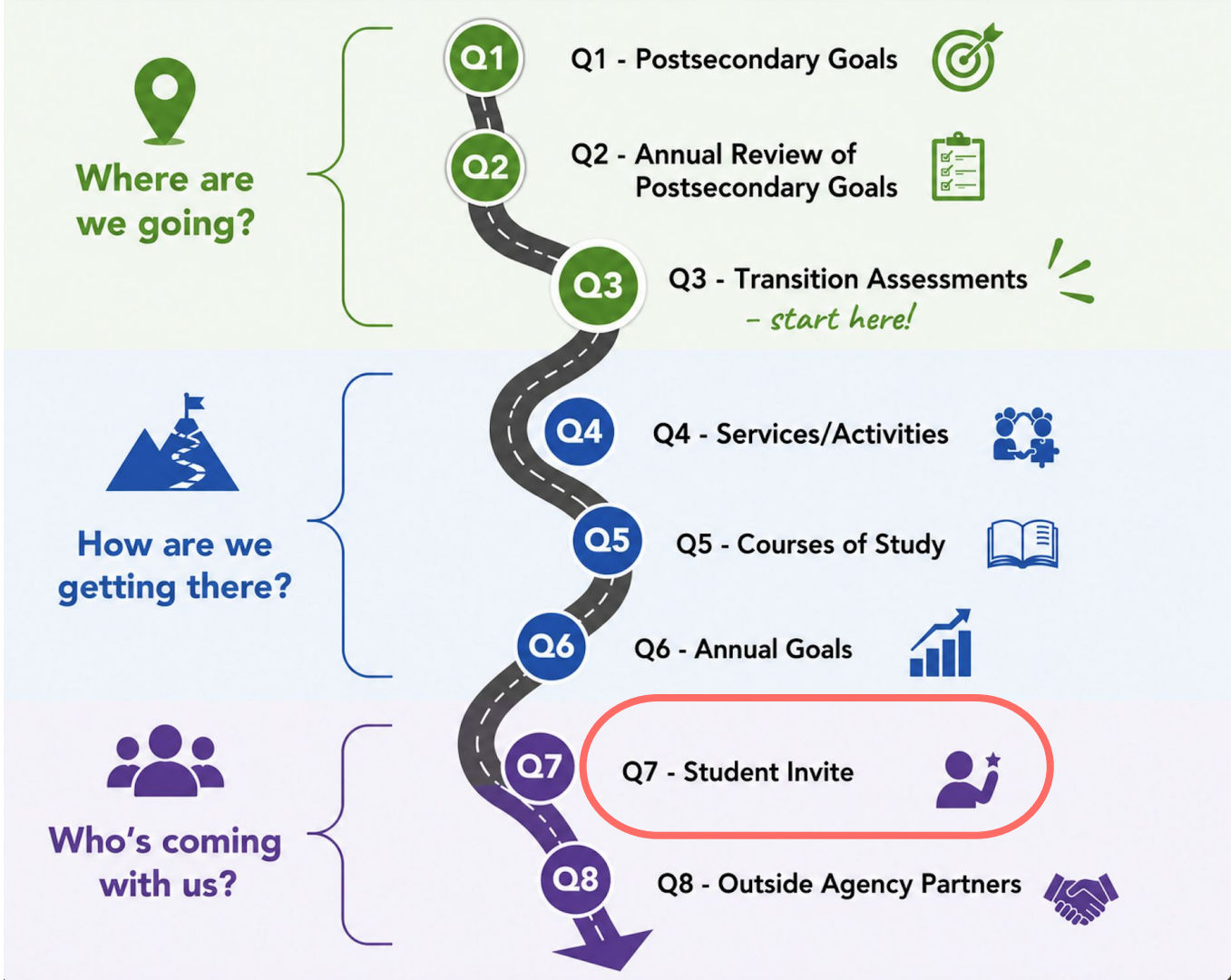
Look at the IEP - is there at least one annual goal aligned to a postsecondary goal?

🟢 YES — Evidence supports compliance

🔴 NO — Evidence is missing or unclear

🟡 MAYBE — We need more information

Tip #10 - Develop a Clear Roadmap



Indicator 13 - Question 7

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

92 NAC 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.

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Tip #3 - Remember the Driver! Invite the Student

Was the student invited to the IEP team meeting where transition services were discussed?

I13-Q7

✓ Ensure the Invitation to Meeting includes the student as an invited participant.

✓ Prior to the IEP meeting, ensure the student has provided their transition-related strengths, preferences, interests, and needs. Document these in the IEP.

✓ If the student attends, ensure they sign in at the meeting or that attendance is documented



Tip #3 - Is the Student Doing the Driving?

I13-Q7

* 6. Is there evidence showing the student was invited to the IEP team meeting where transition services were discussed? 92 NAC 51-007.03A10a

- Yes - Student signed in at the meeting
- Yes - Student did not sign in at the meeting, but student's name was included on the meeting invitation
- No - Student was not at the meeting nor was the student's name on the meeting invitation

Evidence Submitted:
Copy of Meeting Invite
Copy of IEP Signature Page

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Tip #3 - Student Invited to IEP



I13-Q7

Look at the IEP - is there evidence the student was invited to their IEP meeting?

🟢 YES — Evidence supports compliance

🔴 NO — Evidence is missing or unclear

🟡 MAYBE — We need more information

Transition Roadmap



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?

92 NAC 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:

007.03A10b: 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.

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Tip #2 - Outside Agencies - Your Roadside Assistance Team

Why collaborate with outside agencies?

Interagency collaboration establishes partnerships/referrals to outside agencies to achieve a common goal; to improve the post-secondary success of students with disabilities

Interagency collaboration is a means to:

- Coordinate services and supports
- Identify and address gaps in services within the community
- Share and leverage resources to reduce costs
- Promote efficient service delivery

Tip #2 - Outside Agencies - Your Roadside Assistance Team

Nebraska VR (Voc Rehab) and
NE Commission for Blind/Visually Impaired and Commission for Deaf/HOH

- All about employment!
- Refer ages 14+
- Can also connect families to SSI and benefits analysis supports

NE DHHS Developmental Disabilities

- Students with lifelong developmental disabilities
- Refer at any age, have good data by middle school
- Provide community based services

PTI Nebraska - Parent Training and Information Center

- Office staffed by parent/Professionals
- Provide supports for parents to better understand special education, specialized health and medical, and disabilities for students 0-26 years

Tip #2 - Outside Agencies - Your Roadside Assistance Team

Juvenile Justice/Probation/Juvenile Detention:

Probation ensures that educational planning aligns with court expectations and supports the student's success both in school and in the community. The probation officer can provide valuable insight into the student's needs, help coordinate services, and collaborate on strategies to promote positive behavior and academic progress.

College disability services offices:

Provides accommodations and support services to help students with disabilities succeed in their college academic programs. These services may include extended test time, note-taking assistance, accessible technology, and advocacy to ensure equal access to education and campus resources.

Tip #2 - Outside Agencies - Your Roadside Assistance Team

Recommended Order of Operations:

1. Request to invite outside agency and send outside agency form.
2. Parent decides YES or NO to outside agency (both answers are compliant).
3. Send Invitation to Meeting to participants.
4. If parent said YES, invite the outside agency.
5. If parent said NO, **DO NOT** invite the outside agency, even if they are currently serving the student.
6. Document discussion and actions in the interagency linkages box

Tip #2 - Outside Agencies - Your Roadside Assistance Team

Example Statements:

- The student and their family have received information regarding the services and supports provided by (Nebraska VR, DHHS Developmental Disabilities, PTI Nebraska). A brochure/website/email address was given to the student and their family at the IEP.
- The student and their family have received information regarding the services and supports provided by XYZ agency. At this time, the family is not interested in completing an application/connecting to this agency.
- The parents signed written consent for a Nebraska VR counselor to attend this IEP meeting. The agency will provide……..
- The student is receiving Aged and Disabled Waiver in their home, and their A&D services coordinator is _____.
- The family is interested in completing an application to determine eligibility for Developmental Disabilities, and the district will help with the application process.

Tip #2 - Outside Agencies - Your Roadside Assistance Team

I13-Q8

*** 7. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority? 92 NAC 51-007.03A10b**

Mark only one circle.

- **Yes – Participating agency attended the meeting and consent to include the participating agency was granted**
- **Yes - Participating agency was invited to the meeting and consent to include the participating agency was granted**
- **Yes – Parent/Student did not sign consent for participating agency to attend and therefore a participating agency was not invited or in attendance**
- **Not Applicable - Participating agency is not responsible for providing or paying for transition services**
- **No - Parent/Student signed consent for participating agency to attend, but participating agency was not included in the invite or in attendance**
- **No – Participating Agency was in attendance or invited, but no consent provided by parent or student**

Evidence Submitted:

Copy of Meeting Notice

Copy of Consent to Invite Outside Agency

Copy of IEP Signature page

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Tip #2 - Outside Agency Invited



I13-Q8

Look at the IEP - is there evidence an outside agency was invited to the IEP meeting with prior written parental consent?

🟢 YES — Evidence supports compliance

🔴 NO — Evidence is missing or unclear

🟡 MAYBE — We need more information

Letter to Gray
50 IDELR 198 (OSEP 2008)

- Must independently seek and obtain consent for each meeting involving participating agency
- "In addition, the consent should explain that, and even if the parents of child gives their consent, the public agency cannot guarantee that the other agency representative will attend, but that the public agency is taking steps to obtain the other agency's participation."

Tip #1 - The destination belongs to the student!

Three Ways to Make Sure the Destination Belongs to the Student

🚗 **Ask, Don't Assume**

Start with conversations, not forms. Let the student's strengths, interests, preferences, and goals guide the destination.

🛣️ **Explore Before Committing**

Use transition activities, job shadows, college visits, and community experiences to help students discover what fits and what doesn't.

🧭 **Reflect and Recalculate**

After every meaningful experience, ask: *What did you learn? Does this goal still fit? What should we do next?*

Resources- Links Embedded

TIP #10- Develop a Roadmap Indicator 13 Toolkit Transition Discussion Tool	**Tip #5- Courses of Study** From Knowing to Doing: Courses of Study From Knowing to Doing; Courses of Study Video
TIP #9 and #8- Transition Assessments Transition Assessments Galore Indiana Transition Assessment Matrix VCU Complex Needs Guide VCU Transition Assessment Process	**Tip #4- Connected Annual IEP Goals** PSGs with Annual IEP Goals Connector Career Ready Standards
Tip #7- Postsecondary Goals I'm Determined Goal Planner O*Net Online	**Tip #3 and #2- Student and Community Agencies** NDE Outside Agency SOS Outside Agency Sample Script/Email
Tip #6- Transition Services/Activities Transition Services in the IEP	**Tip #1- Destination Belongs to the Student** Charting the Life Course Planner Charting the Life Course - Steps

Resources

Indicator 13 Nebraska Toolkit

Nebraska Department of Education, Transition Planning Guidance Document. Office of Special Education, 2022

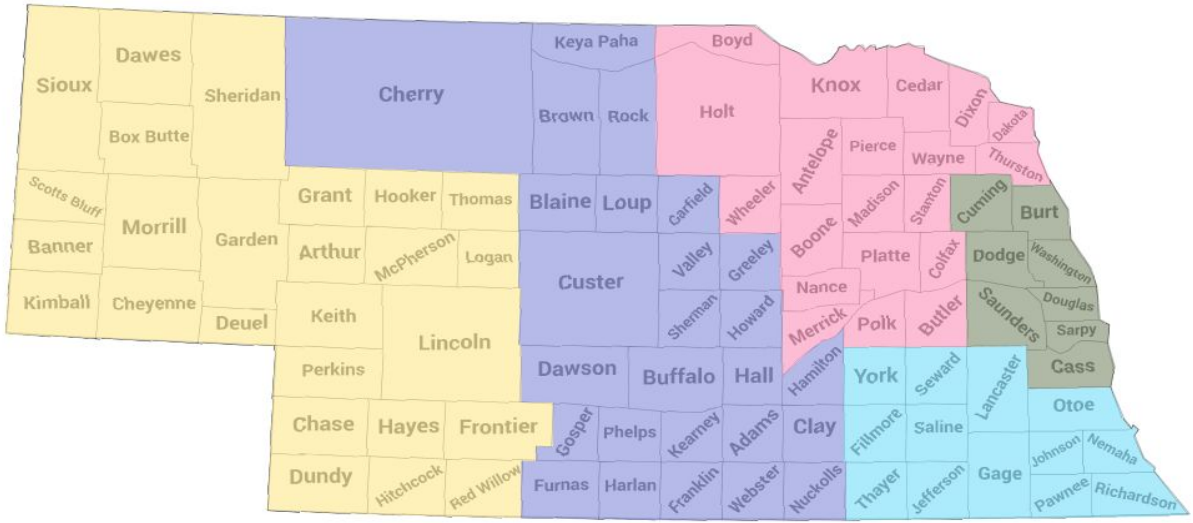
Nebraska Department of Health and Human Services - Developmental Disabilities https://dhhs.ne.gov/pages/developmental-disabilities.aspx

Nebraska VR http://www.vr.nebraska.gov

NDE Outside Agency SOS Document https://drive.google.com/file/d/1S4p63cPWSSRdEhq3V9s1AgfkJXeuGo4a/view?usp=sharing

PTI Nebraska https://pti-nebraska.org/

Indiana Transition Assessment Matrix https://instrc.iu.edu/transition-resources/transition-matrix.html



Southeast Region
ESU 4, 5, 6, 18
Michalla Schartz
michalla.schartz@esu6.org

Central Region
ESU 9, 10, 11, 17
Blair Ryan
bryan@esu10.org

Metro Region
ESU 2, 3, 19
Adrienne Kennedy
akennedy@esu3.org

Western Region
ESU 13, 15, 16
Jill Trautman
jtrautman@esu13.org
Megan Lantis
mlantis@esu13.org

Northeast Region
ESU 1, 7, 8
Amy Slama
aslama@esu7.org