

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

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 child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

Questions	Postsecondary Goals		
	Education/ Training	Employment	Independent Living
1. Is there a measurable postsecondary goal or goals in this area?	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? <ul style="list-style-type: none"> • If <i>yes</i> to both, then circle Y • If a postsecondary goal(s) is not stated, circle N 			
2. Is (are) there annual IEP goal(s) that reasonably enable the child to meet the postsecondary goal(s)?	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? If <i>yes</i> , then circle Y			
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N	Y N	Y N
Is a type of <i>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</i> listed in association with meeting the post-secondary goal(s)? If <i>yes</i> , then circle Y			
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)? <ul style="list-style-type: none"> • If <i>yes</i> to both, then circle Y • 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 • If parent or individual student consent (when appropriate) was not provided, circle NA If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N			
5. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?	Y N	Y N	Y N
Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? If <i>yes</i> , then circle Y			
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? If <i>yes</i> , then circle Y			
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs for each postsecondary goal included in the IEP are circled) No (one or more Ns circled)			

Instructions for Completing NSTTAC Indicator 13 Checklist

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

- Find the transition component of the IEP
- Find the postsecondary goal(s) for this student
- If there are measurable postsecondary goals that address (a) *Education* or *Training*, (b) *Employment*, and as needed (c) *Independent Living*, circle Y in each column for #1
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Education* or *Training*, circle N in that column for #1
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable, circle N in that column for #1
- 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, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column for #1 (If NA is circled for *Independent Living* for #1, please do not respond to questions in this column for questions 2 – 6.)
- If there is one measurable postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y in each column for #1
- 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 for each column for #1

2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

- 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 that will help the student make progress towards the stated postsecondary goal, circle Y in that column for #2
- 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 that will help the student make progress towards the stated postsecondary goal, circle N in that column for #2
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP that will help the student make progress toward the stated postsecondary goal, circle Y in that column for #2
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP that will help the student make progress toward the stated postsecondary goal, circle N in that column for #2
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #2 the *IL* column.

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

- Find where transition services/activities are listed on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is (a) instruction, (b) related service(s), (c) community experience(s), (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f)

if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y in that column for #3

- For each of the postsecondary goal areas circled Y in question #1, 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, circle N in the corresponding column for #3
- 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 for #3
- 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 for #3
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #3 in the *(IL)* column.

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

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that need to be provided or paid for by an outside agency? If yes, continue with next guiding question. If no, circle NA in all columns for #4
- For each of the postsecondary goal areas circled Y in question #1, if **it is too early** to determine if this student will need outside agency involvement, circle NA in the corresponding column in #4
- If parent (or child, when a student has reached the age of majority) consent were obtained to invite outside agency(ies), continue with the next guiding question. If no, circle NA in all columns for #4
- For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, is there evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition, **or otherwise involved in the discussion of transition services**: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? If yes, circle Y in the corresponding column for #4.
- For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, **but no** evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition, **or otherwise involved in the discussion of transition services**: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal, circle N in the corresponding column for #4
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/child consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y for the corresponding column in #4
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/child consented agency(ies) were invited to the IEP meeting to discuss transition, circle N for that item
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #4 in the *(IL)* column.

5. Is there evidence that the measurable postsecondary goals were based on an 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, 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 the corresponding column for item #5
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** 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 for #5
- 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 the corresponding column for item #5
- 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 the corresponding column for item #5
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #5 in the (*IL*) column.

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

- Locate the courses of study (instructional program of study) or list of courses of study in the student's IEP
- Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N.
- 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, circle Y. If no, circle N.
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not answer for #6 in the (*IL*) column.

7. Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each postsecondary goal included in the IEP are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**