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**Indicator 13 Checklist**

Percent of youth with Individualized Education Programs (IEPs) aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service’s 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, likely to pay for or provide for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Are there appropriate measurable postsecondary goals in the areas of employment, education, training, and where appropriate, independent living skills? **Yes** ☐ **No** ☐

***Consider the following when making your determination.***

*Are all the postsecondary goals (Employment, Education, Training, and Independent Living) addressed in the current IEP measurable? If Independent Living is not addressed in the current IEP is there evidence that the IEP Team determined that it was not necessary? Will the goals occur after the student graduates or exits from high school? Based on the information available about this student, do the postsecondary goals seem appropriate?*

2. Are the postsecondary goals updated annually? **Yes** ☐ **No** ☐

**Consider the following when making your determination.**

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

3. Is there evidence that the measurable postsecondary goals are based on age appropriate transition assessment(s)? **Yes** ☐ **No** ☐

**Consider the following when making your determination.**

*Is the transition assessment(s) used to develop the postsecondary goals listed in the IEP or evident in the student’s file?*

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? **Yes** ☐ **No** ☐

**Consider the following when making your determination.**

*Are the needed transition services, (instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate , the acquisition of daily living skills and the provision of a functional vocational evaluation) present in the current IEP? Will they assist the student in reaching his or her post school goals?*

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals? **Yes** ☐ **No** ☐

***Consider the following when making your determination.***

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

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6. Are the annual IEP goal(s) related to the student’s transition services needs? **Yes** ☐ **No** ☐ ***Consider the following when making your determination.***

*Do the annual goal(s) included in the current IEP relate to the student’s transition services needs?*

7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? **Yes** ☐ **No** ☐

***Consider the following when making your determination.***

*For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting (e.g., a letter inviting the student to the meeting)?*

8. If appropriate, is there evidence that a representative of any participating agency or organization, to include 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? **Yes** ☐ **No** ☐ **Not Applicable ☐ *Consider the following when making your determination.***

*For the current year, is there evidence in the IEP or the IEP meeting notice that a representative of any outside agency/organization, to include pre-employment services, was invited to participate in the IEP development?* This may include, but is not limited to, pre-employment transition services, postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, and independent living or community participation. Is there evidence of prior written consent obtained from the parent or student, when appropriate, beforethe IEP meeting where an agency or organization representative attended the IEP meeting?

*If it is not applicable for an outside agency/organization representative to attend an IEP meeting, the IEP Team has determined it is too early to include a representative of any participating agency/organization or the parent, or eligible student has determined they do not want an outside agency/organization to attend the IEP meeting. When a parent or eligible student has invited a representative of an outside agency/organization prior consent is* ***not required****.*