

STATE PERFORMANCE PLAN INDICATOR 13

Indicator 13 measures the percent of youth age 14 ½ and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. Indicator 13 information is not required for Fund Codes L, P, N and U and will not be transmitted to ISBE, but *iepoint* > clients may still enter this data if they wish to track it locally.

NOTE: As discussed below, the Transition screen in *iepoint* > will indicate an error for any student who is 14 ½ or older if the Indicator 13 data is not completed. However, transmission errors and warnings will not be generated for students with Fund Codes L, P, N or U (despite the indication of an error on the Transition screen in *iepoint* >) since these data are not required for these Fund Codes.

The collection of this data has been incorporated into *iepoint* > under the *Transition* tab. *iepoint* > will produce warnings for all children who are 14 ½ or older with transition data that do not meet the requirements of Indicator 13.

In the memo concerning this data collection dated August 29, 2006, it was stated that in order for a student's IEP to meet the requirements of Indicator 13 the IEP needed to have a measurable post-secondary goal in each of the following areas: education, training, employment, and independent living (if applicable). Upon further clarification from the Office of Special Education Programs (OSEP), a student's IEP may meet the requirements of Indicator 13 if:

1. There is a measurable post-secondary goal stated for each of the following post-secondary goal areas:
 - a. Employment (required)
 - b. Education AND/OR Training (required)
 - c. Independent Living (if applicable)
2. There is at least one IEP goal listed for each applicable post-secondary goal area.
3. There is at least one transition service listed for each post-secondary goal area.
4. There is evidence of coordination between the LEA and other post-secondary services for each post-secondary goal area.
5. There is evidence that age-appropriate transition assessments were used for each post-secondary goal area.
6. A course of study is indicated which is aligned to all of the student's post-secondary goals.

In order for an IEP to meet the requirements of *State Performance Plan Indicator 13* and to prevent a **WARNING** in the file being transmitted to ISBE, the following must be entered in the transition data for students (with reported FACTS records) ages 14 ½ or older:

1. All *Employment* questions are marked Yes
2. All *Education* and *Training* questions are marked Yes
OR All *Education* questions are marked Yes and *Training* is N/A
OR *Education* is N/A and all *Training* questions are marked Yes

3. *Independent Living* questions are marked Yes or N/A
4. *Course of Study* question is marked Yes
5. *Employment* has one or more transition service(s) selected
6. *Education* has one or more transition service(s) selected (unless N/A)
7. *Training* has one or more transition service(s) selected (unless N/A)
8. *Independent Living* has one or more transition service(s) selected (unless N/A)

A **WARNING** will not prevent the file from being transmitted to ISBE. This simply is an alert to the client that the IEP is not in compliance with *State Performance Plan Indicator 13* and that the IEP should be revised to be in compliance.

Note: In the following context ‘complete’ means that Yes, No, or N/A must be marked for “Is a measurable post-secondary goal stated for this area?” for each post-secondary goal area.

- *If Yes is marked for this question, each of the remaining questions for this post-secondary goal area must be answered Yes or No.*
- *If No or N/A is marked for this question, each of the remaining questions for this post-secondary goal should be blank.*

To prevent an **ERROR** for *State Performance Plan Indicator 13* in the file being transmitted to ISBE, the following must be entered in the transition data for students (with reported FACTS records) ages 14 ½ or older:

9. *Employment* is complete
10. *Education* is complete
11. *Training* is complete
12. *Independent Living* is complete
13. *Course of Study* question is complete
14. *Employment* has one or more transition service(s) selected (unless N)
15. *Education* has one or more transition service(s) selected (unless N or N/A)
16. *Training* has one or more transition service(s) selected (unless N or N/A)
17. *Independent Living* has one or more transition service(s) selected (unless N or N/A)

An **ERROR** will prevent the file from being transmitted to ISBE. Clients must complete steps 9 – 17 in order for the **ERROR** to be removed and to allow a successful file transmission to ISBE.

Transition Services Needed Upon High School Completion

This item should be completed whenever a student reaches age 14½. Based upon the documented needs of the student, enter up to three of the codes listed below for each post-secondary goal area.

- 01 **Vocational Assessment** for determining vocational rehabilitation needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology.
- 02 **Counseling and guidance** including, but not necessarily limited to, vocational, rehabilitation, social work, and psychological counseling and referrals necessary to help individuals with disabilities secure needed services from other agencies and to assist individuals in exercising informed choice.
- 03 **Vocational and other training services** including personal and vocational adjustment training, books, tools, and other training materials.
- 04 **Transportation**, including necessary travel and related expenses including, subsistence during travel (or per diem payments in lieu of subsistence) in connection with transporting individuals with disabilities and their attendants or escorts for the purpose of employment, post-secondary education and or training, daily living needs, community recreation, and deriving the full benefit of other services being provided.
- 05 **Services to family members** when necessary to the rehabilitation of that individual, including, but not limited to, respite care, parent training and information, child care for the children of the individual with a disability, legal advice.
- 06 **Deaf/hard of hearing services** including interpreter services, closed captioning and note-taking services for individuals who are deaf or hard of hearing, including tactile interpreting for individuals who are deaf-blind.
- 07 **Blind/visual impairment services** including but not limited to, reader services, rehabilitation teaching services, note-taking services and orientation and mobility.
- 08 **Assistive technology** including telecommunication, sensory and other technological aids and devices.
- 09 **Job-related services**, including job search and placement assistance, job retention services, follow-up services, and follow-along services.
- 10 **Low intensity competitive employ support:** Intermittent and/or time limited job coaching support in full-time or part-time paid community employment.
- 11 **High intensity competitive employ support:** Daily and/or long term job coaching support in full-time or part-time community employment.

- 12 **Adult independent living support** provided in the person's home, including but not limited to, services that will assist persons with disabilities to perform daily living activities, home maker services, health care management, self advocacy training and assistance managing finances.
- 13 **Adult 24 hour residential care** including those services necessary to maintain individuals in residential facilities.
- 14 **Day Training** a program of day habilitation that focuses on the development of and enhancement of daily adaptive living skills and economic self-sufficiency. Typical activities should be functional and performed at the natural time and in the natural environment, properly sequenced, and be developmentally and age appropriate. Such activities include fine and gross motor development, attention span development, safety, problem solving, grooming, dressing skills, toileting, eating, communications, reduction of maladaptive behavior and promotion of adaptive behavior, quantitative skills, and capacity for independent living. Developmental training also enhances an individual's ability to engage in productive work activities through a focus on professional development, which includes such habilitative goals as cooperation, attendance, productive capacity, and task completion.
- 15 **Sheltered Employment** provides long-term employment in a sheltered environment for individuals whose functional levels require supervision but are not precluded from future movement into a Supported Employment position or a competitive employment position. Sheltered Employment provides general work supervision, including direction and on-the-job training in such areas as work expectations, workplace behavior, compliance to workplace safety standards, and production and task completion. This program provides the opportunity to participate in productive work and to be compensated for that work in accordance with the Fair Labor Act of 1938 (29 U.S.C. 208).
- 16 **Military Enlistment**
- 17 **Case management**, person centered planning, provision of linkages to needed supports and services, assistance in learning and exercising self-advocacy.
- 18 **Recreational services** including but not limited to, socialization with peers, YMCA sponsored activities, and park district activities
- 19 **Post-secondary education/training supports** such as appropriate disability documentation, DRS status, the student's identified need for: ADL support personnel, accessible transportation, interpreter services, CART or captioning services, readers/scribes, assistive technology, conversion of textual/graphical information to accessible alternative format, social and/or recreational programming supports, a service animal, a manual wheelchair, a motorized wheelchair, priority registration/preferential course scheduling, reduced course load/extended graduation schedule, testing under non-standardized conditions, course substitutions, specific environmental access requirements, AT/IT assessment and/or training, disability management counseling/training, ongoing personal counseling related to the student's disability, improved self-advocacy skills, and improved interpersonal communication skills and strategies.

- 20 **Health and Related Services** of a type or amount beyond that required by young adults generally including an increased frequency of medical appointments, needed supports for medication administration, reminders to take medications, obtaining prescriptions, arranging medical appointments administering daily/weekly/monthly medical treatments (e.g. urinary cauterization, tracheotomy care and suctioning, gastrostomy feedings, respiratory treatments, dialysis, blood transfusions and physical therapy), ventilator support, health care skilled nursing, and health emergency plan.
- 21 **Monetary support for living expenses** such as food, shelter, health care and other subsistence expenses necessary to derive the full benefit of other services. May include income maintenance programs and public assistance.
- 22 **Other** Any other adult or community services that might be needed upon exiting high school.
- 23 **Accessible Environment** Reassignment of classrooms, meetings and/or other college/university sponsored events scheduled to occur in inaccessible spaces.
- 24 **Information Technology Assessment and Training** necessary to ensure proficiency in the use of web-based information technologies.
- 25 **College/University On-campus Aides** to assist students with activities of daily living and/or to facilitate safe, efficient campus travel. Examples of the latter on campus aide need would include a student with severe Asperger's Syndrome who may require an attendant to facilitate safe pedestrian travel around campus; or a student with a cervical spinal injury who may require restroom assistance throughout the day; or a student on a ventilator who requires an attendant to ensure that assistance is immediately available in the event of an emergency.
- 26 **Competitive Employment without Support** Paid employment at a job in the regular business community without any support

Indicator 13 Transition Services

The following chart denotes what transition services are appropriate for each post-secondary goal area.

Transition Service	Employment	Education	Training	Independent Living
01 - Vocational Assessment	X		X	
02 - Counseling and Guidance	X	X	X	X
03 - Vocational and Other Training Services	X	X	X	
04 - Transportation	X	X	X	X
05 - Services to Family Members	X	X	X	X
06 - Deaf/Hard of Hearing Services	X	X	X	X
07 - Blind/Visual Impairment Services	X	X	X	X
08 - Assistive Technology	X	X	X	X
09 - Job-related Services	X			
10 - Low Intensity Competitive Employ Support	X			
11 - High Intensity Competitive Employ Support	X			
12 - Adult Independent Living Support				X
13 - Adult 24 Hour Residential Care				X
14 - Day Training	X		X	X
15 - Sheltered Employment	X			
16 - Military Enlistment	X	X	X	
17 - Case Management	X	X	X	X
18 - Recreational Services				X
19 - Post-secondary Education/Training Supports		X	X	X
20 - Health and Related Services	X	X	X	X
21 - Monetary Support for Living Expenses	X	X	X	X
22 - Other	X	X	X	X
23 - Accessible Environment		X	X	
24 - Information Technology Assessment & Training	X	X	X	
25 - College/University On-campus Aides		X		X
26 - Competitive Employment without Support	X		X	