

Illinois State Performance Plan Indicator 13 Checklist to Meet SPP/APR Requirements

"Percent of youth with 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 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 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)]

In Illinois transition planning begins at age 14 ½. Districts must enter Indicator 13 data for all students who have an IEP and are aged 14 ½ and above.

Answer Key: Yes = the requirement is completed No = the requirement is missing N/A = the requirement is not applicable

	Postsecondary Goal												
	Employment		Education			and/or Training			Independent Living				
1. Is a measurable postsecondary goal stated in this area?	Yes	No	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A	(if appropriate)	
Can the goal(s) be counted (e.g., is it measurable)? Will the goal(s) occur after the student graduates from school? Note: Independent Living post-school goals are "if appropriate" based on age-appropriate assessment. Note: A minimum of one post-school goal is required for employment and for education and/or training.													
NEW 2. For each post-secondary goal, is the post-secondary goal updated annually?	Yes	No	Yes	No		Yes	No		Yes	No			
Was the post-secondary goal(s) addressed/updated in conjunction with the development of the current IEP?													
3. For each measurable post-secondary goal, is there evidence that the goal was based on age-appropriate transition assessments?	Yes	No	Yes	No		Yes	No		Yes	No	N/A		
Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments? Is the use of a transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file?													
4. Enter the transition services listed in each post-secondary goal area.													
	Employment			Education			Training			Independent Living			
1.				1.			1.			1.			
2.				2.			2.			2.			
3.				3.			3.			3.			
Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals? Is a type of instruction, related services, 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 listed in association with meeting the post-secondary goal?													
5. Is a course of study that is aligned to ALL the student's post-secondary goals indicated?										Yes	No		
Does the transition plan include documentation of a course of study (a long-range educational plan or multi-year description of the educational program) that aligns with the student's post-secondary goals (e.g., course of study reflects the needed and beneficial course work to facilitate the student's movement toward the stated post-school goals)?													
UPDATED 6. For each post-secondary goal is (are) there annual goal(s) included in the IEP that is/are related to the student's transition services needs? UPDATED, JULY 2009	Employment		Education			Training			Independent Living				
	Yes	No	Yes	No		Yes	No		Yes	No	Yes	No	
Is (are) there annual IEP goal(s) related to the student's transition services needs (e.g., student "transition service needs" result or flow from the measurable post-school goals and age-appropriate transition assessments)?													
NEW 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Yes								No				
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?													
UPDATED 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? UPDATED, JULY 2009	Yes		No			N/A							
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 including but not limited to: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? Was consent obtained from the parent (or student, for a student the age of majority)?													
• If yes to both questions, select 'yes'. If either question is a 'no' then select 'no'.													

- If it is too early to determine if a student will need outside agency involvement, or no agency is likely to provide or pay for transition services, select 'N/A'.

Does the IEP meet the requirement of Indicator 13?	YES	NO
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YES = Data for this student, who is 14 ½ or above and has an IEP, has been entered correctly as directed in the FACTS Instructions Manual for Indicator 13.

NO = One or more of the requirements does not meet the criteria for Indicator 13 as described in this checklist and the FACTS Instructions Manual for Indicator 13.

Prepared by the Illinois State Board of Education, Division Special Education Services, Sue Walter, August 2009.

This checklist is adapted from the NSTTAC Indicator 13 Checklist prepared by the National Secondary Transition Technical Assistance Center (NSTTAC), September 13, 2006

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

- Questions # 1, 2, 3, and 6 under *Employment* are all marked Yes
- Questions # 1, 2, 3, and 6 under *Education* and *Training* are all marked Yes
OR Questions # 1, 2, 3, and 6 under *Education* are all marked Yes and Question #1 under *Training* is N/A
OR Question # 1 under *Education* is N/A and Questions # 1, 2, 3, and 6 under *Training* are all marked Yes
- Questions # 1, 2, 3, and 6 under *Independent Living* are all marked Yes
OR Questions # 1, 2, and 6 under *Independent Living* are all marked Yes and Question #3 under *Independent Living* is N/A
OR Question # 1 under *Independent Living* is N/A
- *Employment* has one or more transition service(s) selected
- *Education* has one or more transition service(s) selected (unless N/A)
- *Training* has one or more transition service(s) selected (unless N/A)
- *Independent Living* has one or more transition service(s) selected (unless N/A)
- Questions #5 and 7 are both marked Yes
- Question #8 is marked Yes or N/A

The final question “Does the IEP meet the requirements of Indicator 13?” will be automatically updated by **iePoint**> once all checklist questions have been answered.

For all questions, the answer **Yes** indicates that the requirement is complete in the student’s transition plan. The answer **No** indicates that the requirement is missing from the student’s transition plan, but should be there since the question is applicable for this student. The answer **N/A** indicates that this requirement is not applicable or appropriate for this student.

A **WARNING** will not prevent the file from being transmitted to ISBE. This simply is an alert to the client that the IEP does not meet the requirements of *Indicator 13* and that the IEP should be revised to meet these requirements.

Given the changes to the Indicator 13 data collection for the 2009-2010 school year by the US Department of Education, Office of Special Education Programs (OSEP), incomplete Indicator 13 data will result in warnings for the October and December 2009 FACTS transmissions. These warnings for incomplete data will turn into errors effective with the March 2010 FACTS transmission.

Note: ‘Complete’ means that Yes, No, or N/A must be marked for “Is a measurable postsecondary goal stated in this area?” for each postsecondary goal area (Employment, Education, Training, and Independent Living).

- *If Yes is marked for this question (i.e., specific post-secondary goal area), each of the remaining questions for this postsecondary goal area must be answered Yes or No.*

- *If No or N/A is marked for this question (i.e., specific post-secondary goal area), each of the remaining questions for this post-secondary goal should be blank.*

To prevent an **ERROR** (*effective with the March 2010 transmission*) 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:

- Questions # 1, 2, 3, and 6 under *Employment* are complete
- Questions # 1, 2, 3, and 6 under *Education* are complete
- Questions # 1, 2, 3, and 6 under *Training* are complete
- Questions # 1, 2, 3, and 6 under *Independent Living* are complete
- *Employment* has one or more transition service(s) selected (unless N)
- *Education* has one or more transition service(s) selected (unless N or N/A)
- *Training* has one or more transition service(s) selected (unless N or N/A)
- *Independent Living* has one or more transition service(s) selected (unless N or N/A)
- Questions #5, 7, and 8 are complete

An **ERROR** will prevent the file from being transmitted to ISBE. Clients must complete all questions 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	