

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

UPDATED JULY, 2009

*“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

Is (are) there annual IEP goals(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
---	------------	-----------

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 and updated July, 2009.