

Student Name
D.O.B.

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

Meeting Date:

*"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?				
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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.

2. For each post-secondary goal, is the post-secondary goal updated annually?				
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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?				
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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	Training
1.	1.
2.	2.
3.	3.
Education	Independent Living
1.	1.
2.	2.
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?	
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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)?

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
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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)?

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	
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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?

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	
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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?	
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YES = Data for this student, who is 14 ½ or above and has an IEP, has been entered correctly as described in this checklist and the FACTS Instructions Manual.

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

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SECONDARY TRANSITION

is working towards a

AGE-APPROPRIATE TRANSITION ASSESSMENTS

Transition Assessments (Including student and family survey/interview)	Assessment Type	Responsible Agency/Person	Date Conducted	Report Attached	Goal #
EMPLOYMENT <input type="checkbox"/> None needed					
EDUCATION <input type="checkbox"/> None needed					
TRAINING <input type="checkbox"/> None needed					
INDEPENDENT LIVING SKILLS <input type="checkbox"/> None needed					

POST-SECONDARY OUTCOMES (address by age 14 1/2)

Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education an/or training, and where appropriate, independent living skills.

Employment (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): **AND**

Post-Secondary Education (e.g., community college, 4-year university, technical/vocational/trade school): **AND/OR**

Post-Secondary Training (e.g., vocational and career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): **AND**

Independent Living (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs):

COURSE OF STUDY (address by age 14 1/2)

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.

Year 1 - Age 14/15	Year 2 - Age 15/16	Year 3 - Age 16/17	Year 4 - Age 17/18	Extended - Age 18-21

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TRANSITION SERVICES (Address by age 14 1/2)

Please include, if appropriate, needed linkages for outside agencies, e.g., DMH, DRS, DSCC, PAS, SASS, SSI, WIC, DHCFS, etc.)

INSTRUCTION (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.)

Provider Agency and Position
Goal #(s) if Appropriate
Date/Year to be Addressed
Date/Year Completed

RELATED SERVICES (e.g., transportation, social services, medical services, technology, support services)

Provider Agency and Position
Goal #(s) if Appropriate
Date/Year to be Addressed
Date/Year Completed

COMMUNITY EXPERIENCES (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings)

Provider Agency and Position
Goal #(s) if Appropriate
Date/Year to be Addressed
Date/Year Completed

DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES (e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning)

Provider Agency and Position
Goal #(s) if Appropriate
Date/Year to be Addressed
Date/Year Completed

APPROPRIATE ACQUISITION OF DAILY LIVING SKILLS AND/OR FUNCTIONAL VOCATIONAL EVALUATION (e.g., self-care, home repair, home health, money, independent living,/job and career interests, aptitudes and skills)

Provider Agency and Position
Goal #(s) if Appropriate
Date/Year to be Addressed
Date/Year Completed

LINKAGES TO AFTER GRADUATION SUPPORTS/SERVICES (e.g., DRS, DMH, DSCC, PAS, SASS, SSI, WIC, DHCFS, CILs)

Provider Agency and Position
Goal #(s) if Appropriate
Date/Year to be Addressed
Date/Year Completed

HOME-BASED SUPPORT SERVICES PROGRAM

Yes No

The student has a developmental disability and may become eligible for the program after reaching age 18 and when no longer receiving special education services. **If yes, complete the following statements:**

Plans for determining the student’s eligibility for home-based services:

Plans for enrolling the student in the program of home-based services:

Plans for developing a plan for the student’s most effective use of home-based services after reaching age 18 and when no longer receiving special education services: