

North Dakota Internal Monitoring Transition Requirement Checklist: Indicator 13

Revised August 2009

Percent of youth 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)]

1. Are there appropriate measurable postsecondary goal or goal that cover education or training, employment, and, as needed, independent living?	Y N
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If <i>yes</i> to all three, then circle Y OR if a postsecondary goal(s) is <i>not</i> stated, circle N	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/updated in conjunction with the development of the current IEP? • If <i>yes</i> , then circle Y OR If the postsecondary goals were <i>not</i> updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?	Y N
Is the use of transition assessments for the postsecondary goals mentioned in the IEP or evident in the student's file? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Is a type of <i>instruction, related service, community experience, or 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</i> listed in association with meeting the post-secondary goals? ▪ If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? ▪ If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
6. Are there annual IEP goal(s) related to the student's transition services needs?	Y N
Are annual goals included in the IEP that are related to the student's transition services needs? ▪ If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
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? ▪ If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority?	Y N NA
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: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? ▪ If <i>yes</i> to both, then circle Y ▪ If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N ▪ If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA ▪ If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA	
Does the IEP meet the requirements of Indicator 13? (Circle one)	
Yes (all Ys or NAs for each item (1-8) on the checklist or No (one or more Ns circled)	

Instructions for Completing the N.D. Internal Monitoring Transition Requirement Checklist: Indicator 13

1. Are there appropriate measurable postsecondary goals that cover education or training, employment, and as needed, independent living?

- Find the postsecondary goal for this student (**T-1 section of the IEP**)
- If there are appropriate measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school **and** if the identified postsecondary goal(s) in *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and/or the student's strengths, preferences, and interests, circle Y
- If there are postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, but are not measurable, circle N
- If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N
- If there is not a postsecondary goal that addresses *Education* or *Training* after high school, circle N
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but is not measurable, circle N

2. Are the postsecondary goal updated annually?

- If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) documented in the student's current IEP, circle Y
- If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) not documented in the student's current IEP, circle N
- If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so circle Y
- If there is evidence in the IEP that discussion was held regarding whether the postsecondary goals developed in last IEP are or are not a current reflection of the student's postsecondary plans, circle Y. (Review the Present Level/transition services needs.
- If in review of the transition services section and the present level, it is apparent that the student's interests and preferences have changed and there is an update in the postsecondary goals from the previous IEP, circle Y
- If in review of the transition services section and the present level, it is apparent that the student's interests and preferences have changed and there is no update in the post secondary goals from the previous IEP, circle N.

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?

- Find where information relates to assessment and the transition component on the IEP (either in the IEP-Present Level of Academic Achievement and Functional Performance/transition domains, or the student's file-IWAR, Assessment plan). Look for the Transition Assessment names to be listed in the Present Level/transition domains section titled: **By What Method was this Obtained:**
- For **each** postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goal, circle Y
- For each postsecondary goal, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal, circle N
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources provided regarding the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N

4. **Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?**
- Find where transition services/activities are listed on the IEP (**T-3 section of the IEP**)
 - For each postsecondary goal, if there is at least one type of (a) instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective or (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y
 - For each postsecondary goal, if there is **no** type of (a) instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective or (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle N
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N
5. **Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal?**
- Locate the course of study (instructional program of study) or list of courses in the student's IEP (**T-2 section of the IEP**)
 - Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, go to next instruction bullet. If no, circle N
 - Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N
6. **Are there annual IEP goals that are related to the student's transition services needs?**
- Find the annual goals and for students working toward alternative achievement standards, short-term objectives on the IEP
 - For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y
 - For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N
 - If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y
 - If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included the IEP related to the student's transition services needs, circle N
7. **Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**
- Review the Cover Page of the IEP, Team Members in attendance section. If the student was present at the IEP, check Y
 - Review the Cover Page of the IEP, Team Members in attendance section. If the student was not present at the IEP, look for proof that student was invited.
 - Locate the documentation of the invitation to the IEP for the student.(Prior Written Notice Form addressed to the student, other student invitation in file, documentation at bottom of Cover page providing additional information to verify student had been invited. If documentation (proof that the student was invited) is found check Y.
 - If there is no documentation (proof) that the student was invited and student was not at the IEP meeting check No
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?**

- Find where persons responsible and/or agencies are listed on the IEP (**T-3 Section of the IEP**)
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA.
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle N
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N
- If it is too early to determine if this student will need outside agency involvement, circle NA

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1-8) on the checklist, then circle **Yes**
- If one or more Ns are circled, then circle **No**
- **The IEP must score a Yes or NA (question # 8 only) for all eight components to be an IEP in compliance to Indicator 13.**

The ND Transition Requirements Checklist and instructions for completing the checklist have been adapted from the National Secondary Transition Technical Assistance Center (NSTTAC) update July 2009