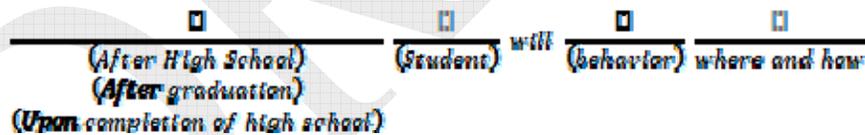


Jason

Jason just completed his junior year of high school. He is 16 years old. He is a bright, friendly student with a specific learning disability in reading and reading comprehension. He is treasurer of the student council and plays racquetball in a community league with some of his friends. He is an active member of the youth group at his church. He has a girlfriend, who is a freshman and they have been dating for about six months. On weekends, he likes to watch sports basketball, hockey, or football on TV or in person. With the money he earned from his summer job last year, he bought season tickets to see the local NBA team. He has been successful in going to the games and completing his school work on time. On Saturdays during the school year, he earns spending money by working in his uncle’s legal firm, answering the telephone and filing various documents.

Jason plans to be a high school teacher. Both of his parents are teachers. Jason believes that because of his learning challenges, he has learned a number of effective strategies that will benefit struggling learners in his future classes. He plans to get his teaching degree at a four-year state college with some of his friends from high school. He will live in the dorms with many other first year students. At his last IEP meeting, his parents discussed the services on college campuses available to students with disabilities. Jason will visit the disability support services on campus, but he is unhappy about disclosing his disability to his professors. He would prefer that his high school guidance counselor send a letter to his professors so he does not have to engage in a conversation about his disability. However, colleges and universities require the student to seek services and approach professors to acquire accommodations and modifications to course requirements. His special education teacher asked the IEP team if there were any training programs available to prepare Jason for this experience, but no one was familiar with such a program.

Formula for writing a postsecondary goal:



Formula for writing an annual goal that supports the postsecondary goal:

Given / (condition@teaching strategies)@e.g., direct instruction@modeling@peer tutoring) / ((student)) will / ((behavior)) / ((

**NSTTAC Indicator 13 Checklist Form A  
(Meets Minimum 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))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) After graduating from high school, Jason will attend a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.</p> <p><i>This goal <b>meets</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Attending courses in a postsecondary education environment is the focus of the goal.</i></li> <li>b) <i>Goal reflects Jason’s strengths, interest, and preferences.</i></li> </ul> <p>(Employment 1) After obtaining his degree from the university, Jason will work as a high school history teacher in his hometown.</p> <p><i>This goal <b>meets</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Participation in or maintenance of employment is the focus of these goal.</i></li> <li>b) <i>Expectation, or behavior, is explicit, as in Jason continues employment, or does not</i></li> <li>c) <i>It is stated in this goal that employment will occur after Jason leaves high school.</i></li> </ul>	<p>(Education and Training 1) Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education</p> <p><i>This goal <b>does not</b> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>It occurs before Jason will have left high school.</i></li> <li>b) <i>“Apply” is an activity or process, not an outcome.</i></li> </ul> <p>(Employment 1) Jason wants to be a teacher after high school.</p> <p><i>This goal <b>does not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>“wants” is not observable</i></li> </ul>

2 . Is (are) the postsecondary goal(s) updated annually?	
Example	Non Example
<p>(Education and Training 1 and Employment 1) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “Jason’s postsecondary goals beyond high school were considered and updated based on transition assessment information in developing this IEP”.</p> <p><i>The goals <b>meet</b> I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) The annual review of the postsecondary goal is clearly stated and updated in the PLAAFP in the IEP document.</i></p>	<p>Postsecondary goals were evident (see examples for Education and Training and Employment for Jason in Item #1), but PLAAFP indicates “Jason passed his classes .” Further the assessment data documented in the IEP (formal and informal) are three years old .</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) The present level of academic and functional performance statement should have some connection to the student’s identified postsecondary goal(s)</i></p> <p style="margin-left: 20px;"><i>b) Transition assessment is meant to be a continuous process which should inform the identification of, development of, fine-tuning of postsecondary goals each year</i></p>

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**3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?**

**Example**

(State assessment → state present level → link to postsecondary goals)

The IEP’s Present Levels of Educational Performance states that “Jason has had excellent attendance throughout middle school and into high school”. He has successfully passed all the necessary academic classes, End of Course (EOC) Exams, and should earn a regular diploma. His current psychological report notes that his overall IQ is 115, while his academic levels are on par with his IQ in the areas of written language and math. His oral reading and reading comprehension are well below expected levels, qualifying him for a Specific Learning Disability in Reading and Reading Comprehension. His special education case manager notes his interest in becoming a high school teacher, which is supported by the feature that both his parents are teachers and he has served as a peer tutor while in high school. When completing the *Self-Directed Search Form R* his score profile matched that for Social, Artistic, and Enterprising (SAE) which matches that for high school teacher. On the *Career Interest Inventory – Level Two*, Jason scored in the High Range for Educational Service, Health Service, and Mathematics and Science. Given his previous work history, he also took the *Work Adjustment Inventory* scoring high on the Activity, Empathy and Adaptability scales and low on Assertiveness. This score pattern suggests a preference for jobs that keep him active, work with co-workers who appreciate his empathy for others and is comfortable with adapting to changes in work routines and settings. Conversely, his low score suggests that he may have difficulty asserting himself in some work situations.

When completing the *Transition Planning Inventory*, Jason identified specific transition-related needs in the area of planning for further education and training. Specifically, he expressed concern with knowing how to gain entry into the college or university of his choice and succeeding in an appropriate postsecondary program. Jason has also purchased *Scholastic Achievement Test (SAT)* practice books and worked with the school’s SAT preparation software this semester (second semester, sophomore).

On his most recent psychological, Jason demonstrated below average reading skills, based on the *Woodcock Johnson Revised*, administered March 30, 2005. His written language and math skills were in the high average range. Jason has a diagnosis of a specific learning disability in reading and reading comprehension. His reading performance requires accommodations for testing (e.g., extended time, testing in a separate room) and participation in the general curriculum (e.g., access to text on a CD or DVD format to allow for access to an independent reader).

*This example meets I-13 standards for Item #3 for the following reasons:*

- a) *It includes information gathered over time.*

**Non Example**

The IEP’s Present Levels of Educational Performance provide general academic skill levels, with companion instructional goals targeting 10% levels of improvement in reading and passing 90% or more of his academic classes. Reference is made to Jason indicating wanting to become a teacher and the statement that his teachers ‘feel this is an appropriate goal for him.’

*This information **does not** meet I-13 standards for Item #3 for the following reasons:*

- a) *It is not clear that the information is gathered over time.*

<ul style="list-style-type: none"><li>b) <i>It reflects student strengths, interests, and preferences.</i></li><li>c) <i>It is associated with present (end of course and grade scores) and future environments (employer letter and employment specialist observation).</i></li><li>d) <i>The information is from multiple sources and places.</i></li><li>e) <i>The data sources are age-appropriate.</i></li></ul>	<ul style="list-style-type: none"><li>b) <i>The information does not indicate that it reflects student strengths, interests, and preferences.</i></li><li>c) <i>The information does not clearly relate to goals or environments beyond Jason's current setting.</i></li></ul>
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**4. Are there transition services in the IEP that will reasonably enable the student to meet their postsecondary goal(s)?**

Examples	Non Examples
<p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> <li>• Structured observations of teachers</li> <li>• Visit to at least one college with a teacher preparation program</li> <li>• Conduct teacher interviews</li> <li>• Self-determination instruction</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Instruction is related to postsecondary goals</i></li> <li>b) <i>Services can be provided by the school</i></li> </ul>	<p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> <li>• Field trips to the grocery store</li> <li>• Watch series of videos on various professional careers</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Services not related to postsecondary goals</i></li> </ul>

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**5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?**

Example	Non Example
<p>The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school.</p> <p><i>These courses of study <b>meet</b> I-13 standards for Item #5 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Jason plans to attend a four-year college to complete courses for a bachelor's degree after he graduates high school</i></li> <li><i>b) Jason's coursework throughout high school will need to prepare him for admissions to a college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the college</i></li> </ul>	<p>The IEP lists Jason's courses for the current year:</p> <ol style="list-style-type: none"> <li>1. English II (1 Credit)</li> <li>2. Algebra (1 Credit)</li> <li>3. Physical Science (1 Credit)</li> <li>4. Government (1 Credit)</li> <li>5. Theatre Arts II (1 Credit)</li> </ol> <p><i>These courses of study <b>do not</b> meet I-13 standards for Item #5 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) The IEP does not indicate the series of courses that constitute the course of study, throughout the Jason's remaining years high school, which will help him meet his postsecondary goal.</i></li> </ul>

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**6. Is (are) there annual IEP goal(s) related to the student's transition services needs?**

Example	Non Example
<p>(Education and Training 1) Given a story map and short story, Jason will identify the components of a story (i.e., characters, setting, and problem) with 90% accuracy.</p> <p><i>These goal statements <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Goal is focused on Lissette's acquisition of writing skills that will support his enrollment in a postsecondary institution.</i></li> <li><i>b) Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Education and Training 1) Jason will set up an appointment with the guidance counselor to be sure that she is taking the correct courses for admission to a four-year college.</p> <p><i>This goal statement <b>does not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) While the above non-example is an important activity for Jason to complete in preparation for college attendance, it does not represent his acquisition of knowledge or skills and is better documented as a transition service activity, rather than an annual goal.</i></li> <li><i>b) Setting up an appointment is likely an activity that Jason can complete one time, not a goal that he would work toward all year.</i></li> </ul>
<p>(Employment 1) Through participation in the district's teacher mentor program, Jason will write an essay about his expectations for his future career, including statements of (a) a goal (b) 3 or more negative aspects of teaching, (c) 3 or more positive aspects of teaching and (d) a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling by March 2008.</p> <p><i>This annual goal <b>meets</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Preparing for employment is the primary focus of this goal.</i></li> <li><i>b) Goal includes a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Employment 1) Jason will attend a conference for special education teachers, as a student representative.</p> <p><i>This goal statements <b>does not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Goal does not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> <li><i>b) This is an activity that might be appropriate for Jason, but is not an annual goal for instruction</i></li> </ul>

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

Example	Non Example
<p>Copy of the letter to the student attached to the IEP.</p> <p><i>This documentation <b>meets</b> I-13 standards for Item #7 for the following reasons:</i></p> <p><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>Case manager reported verbal invitation to the student.</p> <p><i>This documentation <b>does not</b> meet I-13 standards for Item #7 for the following reasons:</i></p> <p><i>a) Verbal invitation that is not dated and formally documented does not provide evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>

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**8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?**

Example	Non Example
<ul style="list-style-type: none"> <li>• A consent form signed by Jason’s father, indicating that the LEA may contact the disability services office of two state colleges and vocational rehabilitation</li> <li>• An invitation to conference in the file for a rehabilitation counselor from VR and disability services counselors from two state colleges</li> </ul> <p><i>These examples <b>meet</b> the I-13 requirement for item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Parental consent is required in order to contact any adult agencies and release student information</i></li> <li>b) <i>An invitation documents that a representative from Disability Services was invited to attend the meeting</i></li> </ul>	<ul style="list-style-type: none"> <li>• Indication on the IEP that Jason and his guidance counselor will communicate with disability services at the two state colleges that have teacher preparation programs</li> <li>• An indication in the IEP that the LEA will provide necessary test information to VR to assist Jason in obtaining assistive technology funding for college</li> </ul> <p><i>These examples <b>do not</b> meet the requirements for I-13 item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Consent is required in order to contact any adult agencies and release student information from a parent or a student who is age of majority</i></li> <li>b) <i>Statement does not indicate an invitation to conference was sent to disability services</i></li> </ul>

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H326J050004. Marlene Simon-Burroughs served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Secondary Transition Technical Assistance Center (2009) Indicator 13 Training Materials, Charlotte, NC, NSTTAC.