

# Indicator 13

## Secondary Transition

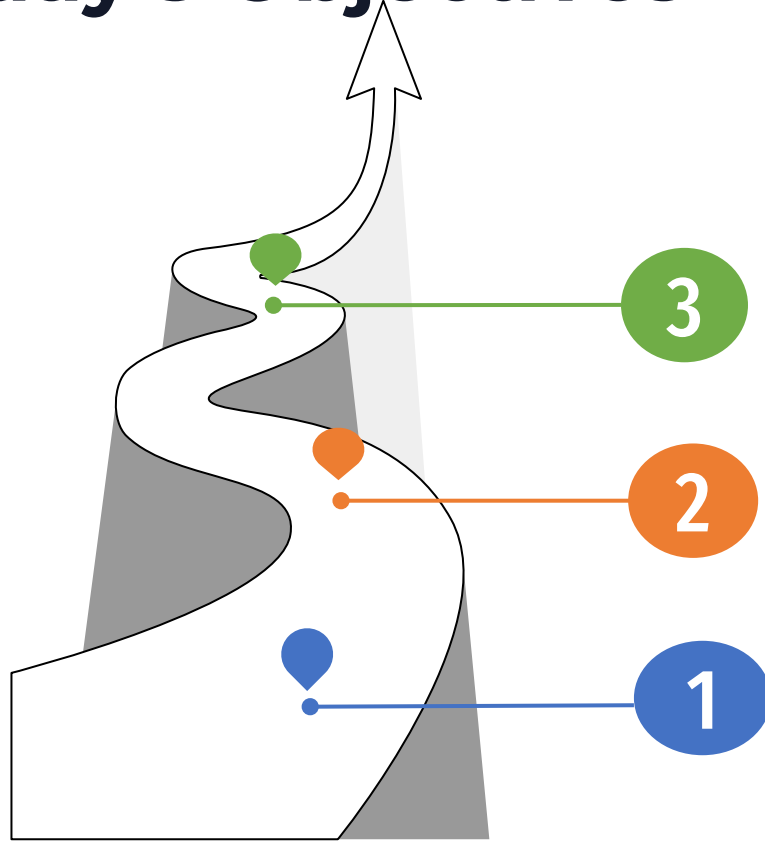
*Preparing Our Students for Life After High School*



SEAC Meeting  
Monitoring and Compliance Branch  
November 18, 2022



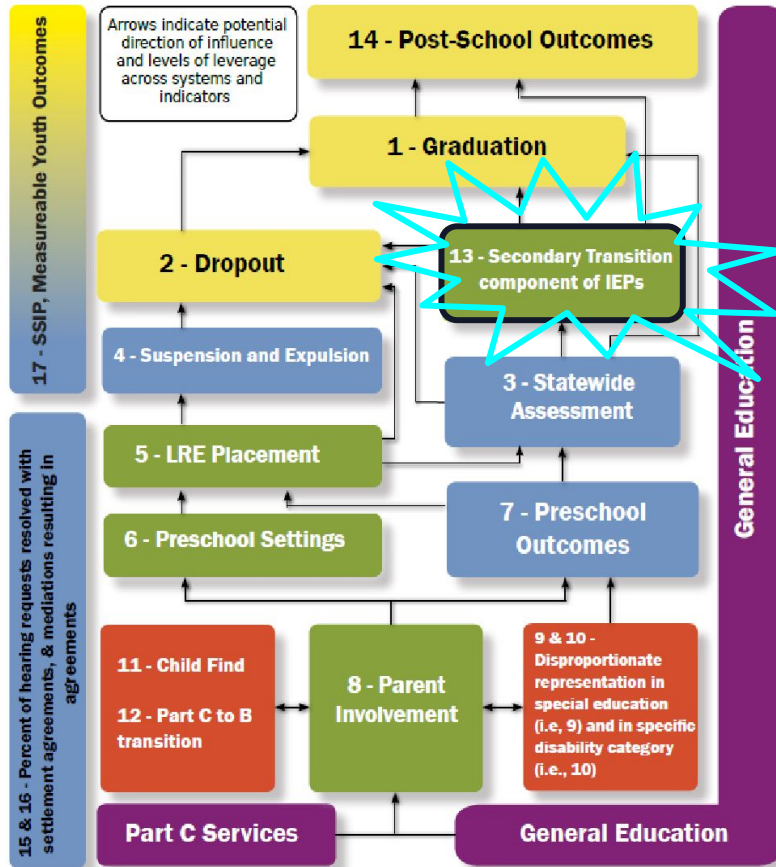
# Today's Objectives



**Overall Performance since  
Baseline was Established in  
SY 2019**

**Performance Trends for  
each Component**

**A Review of the Required  
Components**



# IDEA Requirements State Performance Plan/ Annual Performance Report (SPP/APR)

The Annual Performance Report is published on [HIDOE's website](#) for stakeholder and public access.

# Indicator 13 Compliance Components

8 Components, 4 Areas

	Education	Training	Employment	Independent Living Skills
Appropriate measurable postsecondary goals	✓	✓	✓	as appropriate
Postsecondary goals (PSGs) updated annually	✓	✓	✓	✓
Age-appropriate transition assessments	✓	✓	✓	✓
Transition services enable to meet PSGs	✓	✓	✓	as appropriate
Courses of study enable to meet PSGs	✓	✓	✓	as appropriate
Annual IEP goals related to transition services	✓	✓	✓	as appropriate
Student invited to IEP meeting	✓			
Representative from participating agency invited to IEP meeting	as appropriate			

# Data Source

- Rating of students' IEPs
- Indicator 13 Checklist developed by the National Secondary Transition Technical Assistance Center & approved by the Office of Special Education Programs (OSEP)
- In order for an IEP to be in compliance with Indicator 13, each of the 8 components individually must meet the 100% compliance.



**NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)**

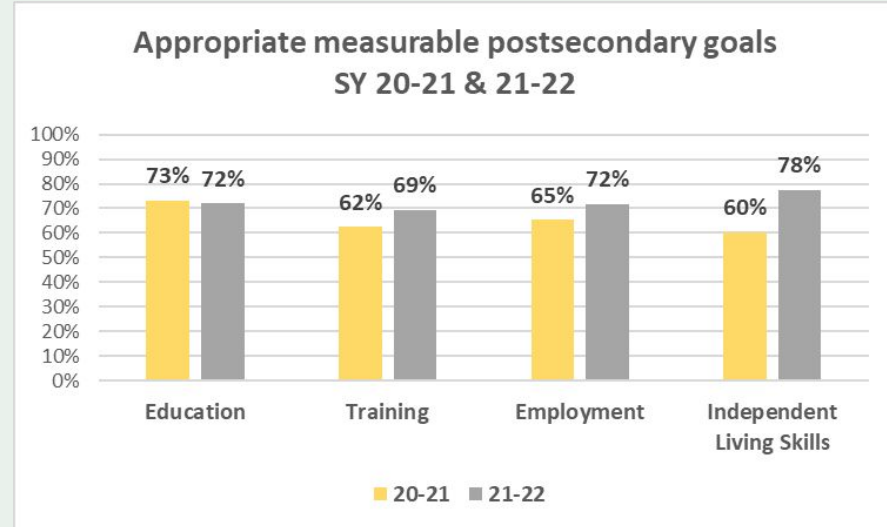
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary 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))

Questions	Postsecondary Goals		
	Education/ Training	Employment	Independent Living
1. Is there an appropriate measurable postsecondary goal or goals in this area? 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 yes to all three, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N	Y N	Y N	Y N NA
2. Is (are) the postsecondary goal(s) updated annually? Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then circle Y OR if the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N	Y N	Y N	Y N NA
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then circle Y OR if <i>no</i> , then circle N	Y N	Y N	Y N
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? 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 postsecondary goal(s)? • If yes, then circle Y OR if <i>no</i> , then circle N	Y N	Y N	Y N
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then circle Y OR if <i>no</i> , then circle N	Y N	Y N	Y N
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then circle Y OR if <i>no</i> , then circle N	Y N	Y N	Y N
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? 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 yes, then circle Y OR if <i>no</i> , then circle N	Y N	Y N	Y N
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? 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 yes 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	Y N NA	Y N NA	Y N NA
<b>Does the IEP meet the requirements of Indicator 13? (Circle one)</b>			
<b>Yes</b> (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or <b>No</b> (one or more Ns circled)			

# 1. Is (are) there **appropriate measurable postsecondary goal(s)** in each area?

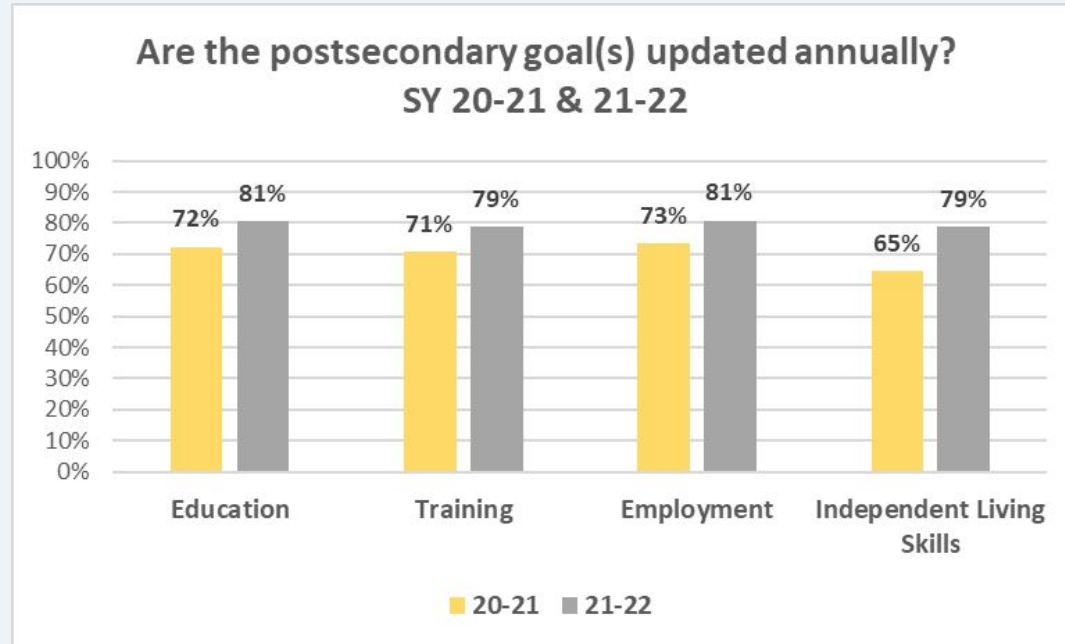
- **Education/Training** (Upon completion of high school, student will attend community college to study engineering).
- **Employment** (Upon completion of high school, student will work part time at least one year as a trainee at an engineering firm).
- **Independent Living as appropriate** (Upon completion of high school, student will live in an apartment with friends).

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- Can the goal(s) be counted?
  - Will the goal(s) occur after the student graduates from school?
  - Based on the information available about the student, does (do) the postsecondary goal(s) seem appropriate for this student?



## 2. Is (are) the postsecondary goal(s) **updated annually**?

- Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?
- Compare the previous IEP to the current IEP.
- Postsecondary Goal(s) may be the same as the previous IEP; however, there needs to be evidence of updated information related to the preferences, interests, needs, strengths, courses of study and transition services.





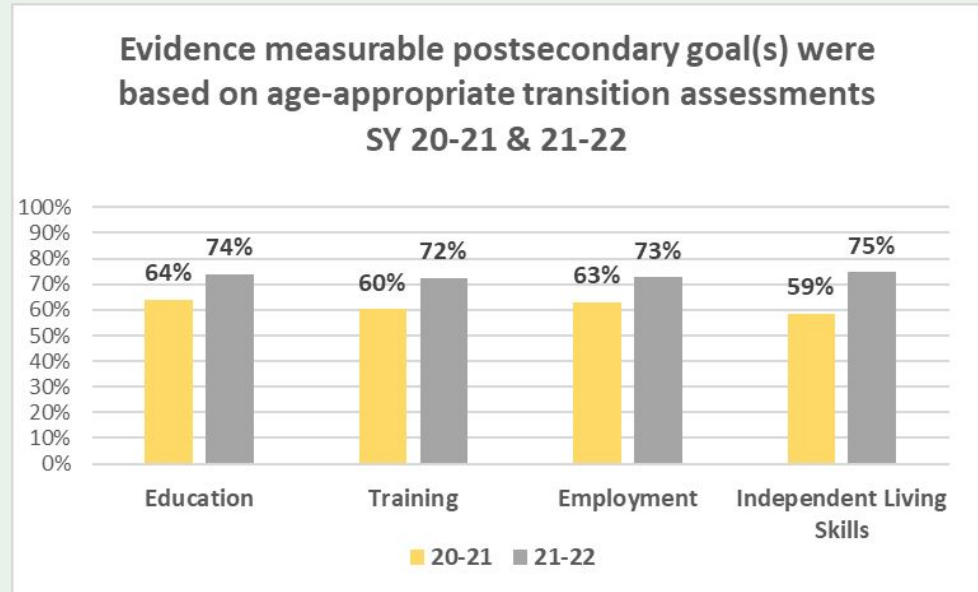
### 3. Is there evidence that the measurable postsecondary goal(s) were based on **age-appropriate transition assessment(s)**?

#### Transition Assessment documentation must:

- be current (conducted within the last year); and
- include student's preferences, interests, needs, and strengths to support determination of the postsecondary goal(s).

#### Examples:

- Aptitude Tests
- Interest and work inventories
- Achievement tests
- Interviews with students and parents
- Work-related temperament scales
- Job shadows
- Observations etc...



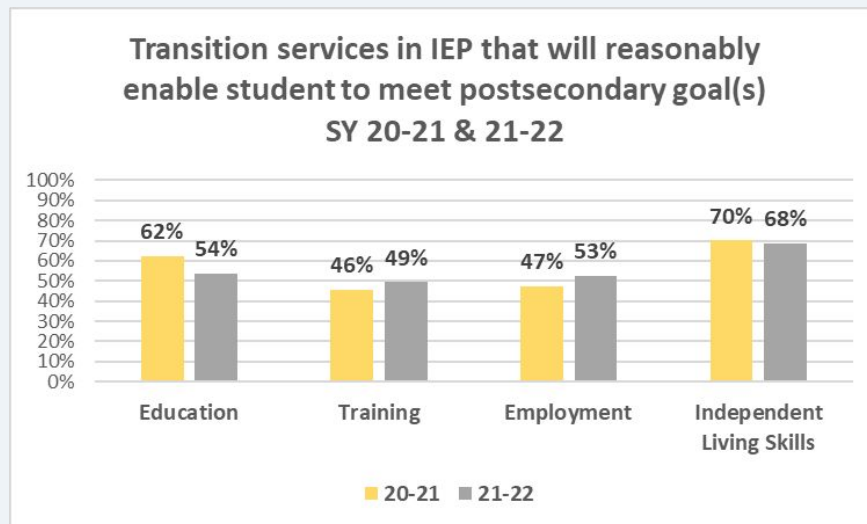


## 4. Are there **transition services** in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

For each postsecondary goal, is there a transition service listed in association with meeting the postsecondary goal(s)?

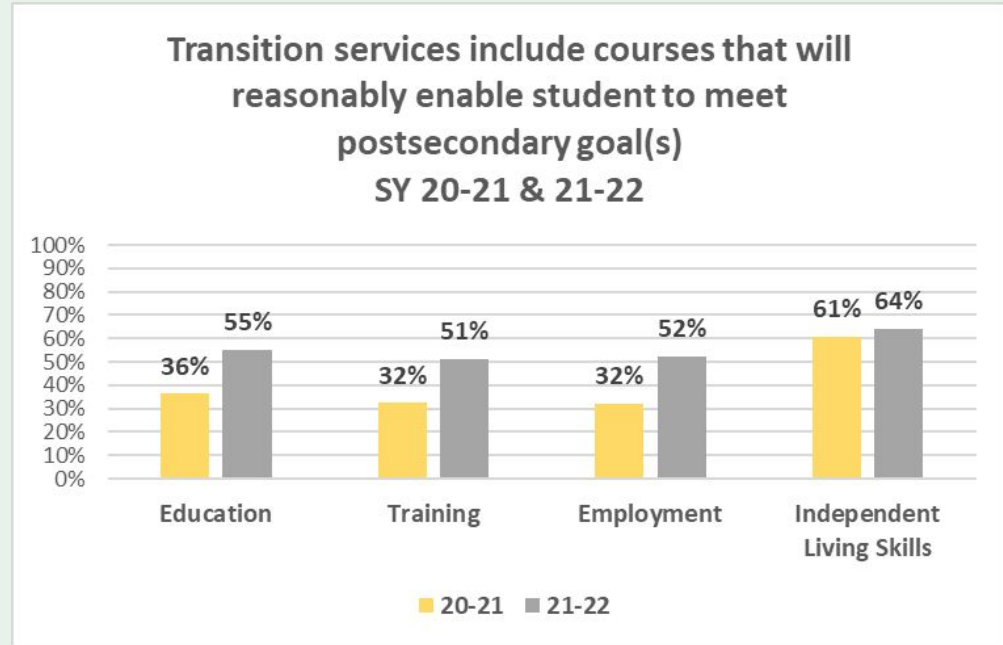
Types of transition services include:

- Instruction
- Related Services
- Community Experiences
- Development of Employment and Other Post-School Adult Living Objectives
- Acquisition of Daily Living Skills
- Functional Vocational Assessment



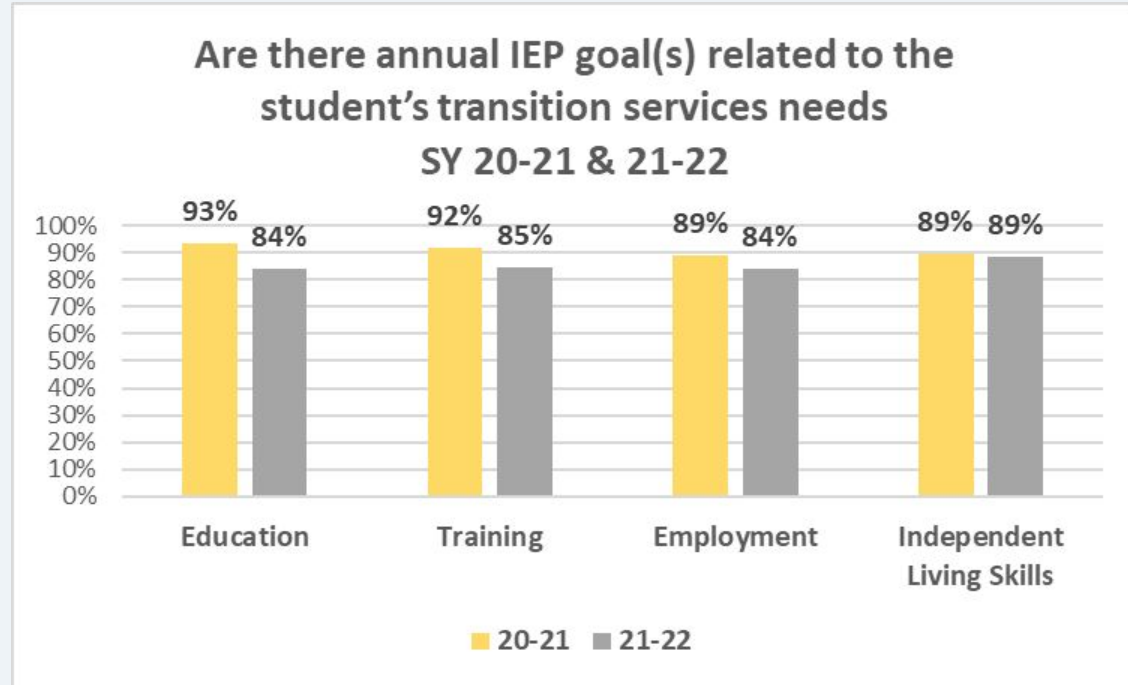
## 5. Do the transition services include **courses of study** that will reasonably enable the student to meet his or her postsecondary goal(s)?

- Do the transition services include courses of study that align with the student's postsecondary goal(s)?
- 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)?



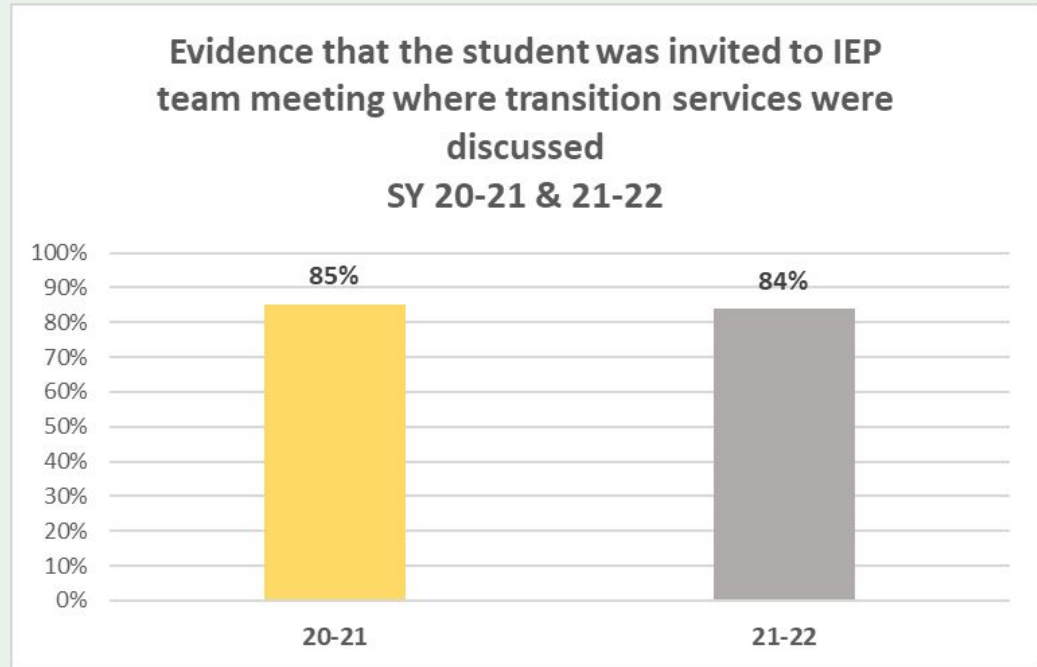
## 6. Is (are) there **annual IEP goal(s)** related to the student's transition services needs?

- For each of the postsecondary goal areas, is (are) there annual goal(s) and/or short-term objective(s) included in the IEP related to the student's transition services needs?



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

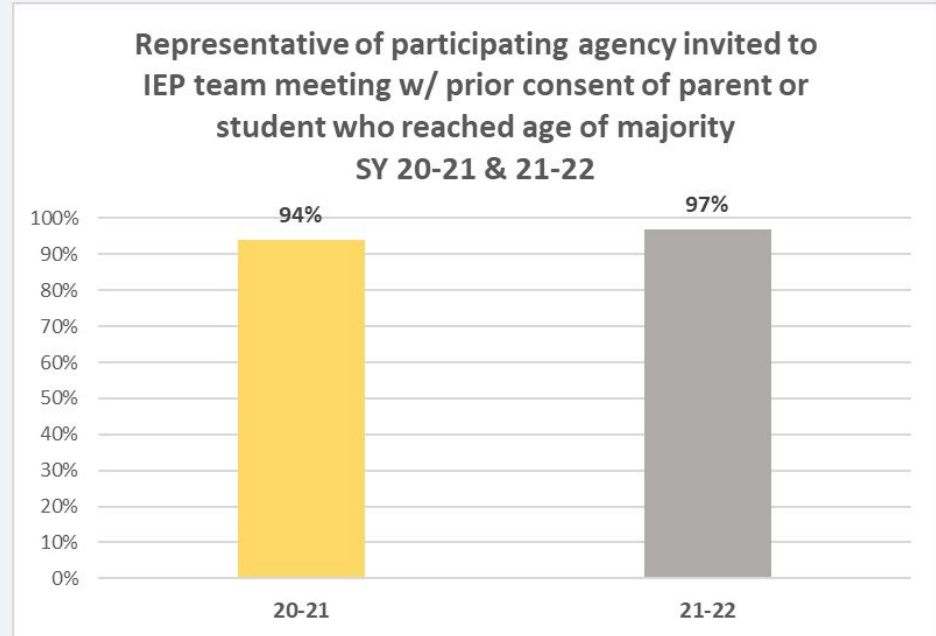
- For the current year, is there documented evidence that the student was invited to attend the IEP team meeting?



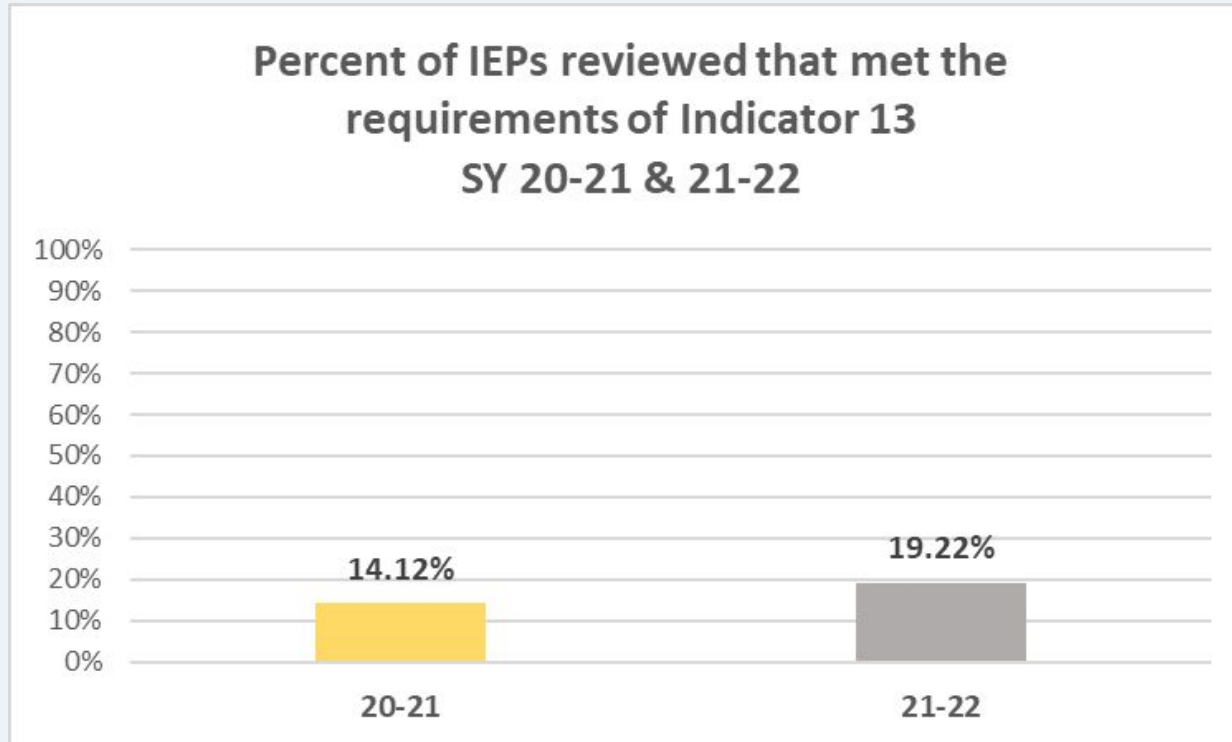
8. If appropriate, is there evidence that a **representative of any participating agency was invited to the IEP team meeting** with the prior consent of the parent or student who has reached the age of majority?

If there are transition services listed in the IEP that are likely to be provided or paid for by an outside agency, there must be documentation of:

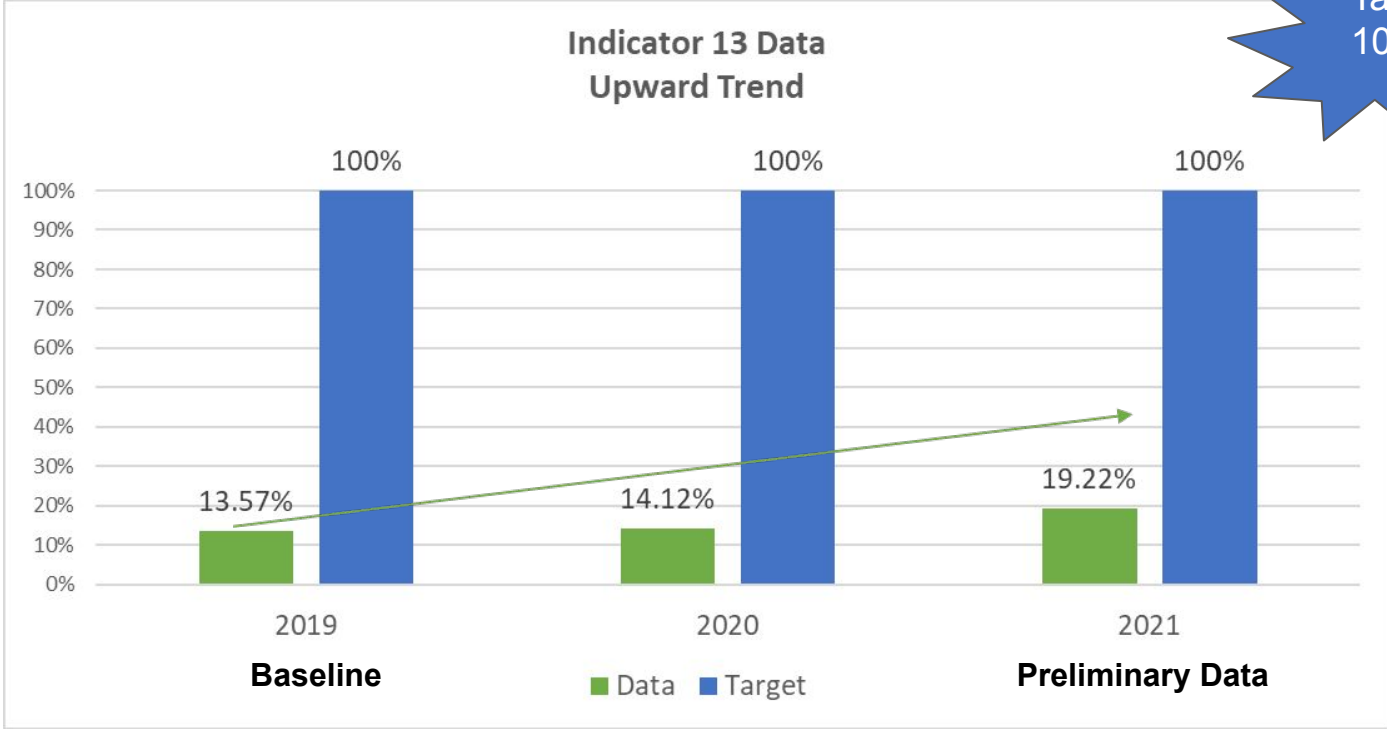
- consent from the parent/guardian or adult student for the representative from the participating agency to be invited to the IEP meeting; and
- a representative from the participating agency was invited to the IEP meeting.



# What Percent of IEPs Reviewed Meet the Requirements of Indicator 13 = 100% on each component?



# HIDOE Indicator 13 Performance





# Questions

## Monitoring and Compliance Branch

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