

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?

- Find the postsecondary goal(s) for this student
- 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 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 for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Education* or *Training* after high school, circle N in that column
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column (If NA is circled for *Independent Living* for #1, please do not respond to questions in this column for questions 2 – 8.)
- If there is one measurable and appropriate postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y in each column
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable or appropriate, circle N for each column

2. Is the postsecondary goal(s) 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 in each corresponding column
- 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 in each corresponding column
- 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 in each column

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

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas circled Y in question #1, evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column

- For each of the postsecondary goal areas circled Y in question #1, 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 this postsecondary goal, circle N in the corresponding column
 - 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 on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column
 - 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 in the corresponding column
 - If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not provide an answer in the (IL) column.
4. **Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?**
- Find where transition services/activities are listed on the IEP
 - For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal (s), circle Y
 - For each of the postsecondary goal area, if there is no type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle N in the corresponding column
 - 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 in the corresponding column 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 in the corresponding column
 - If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column
5. **Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?**
- Locate the course of study (instructional program of study) or list of courses of study in the student's 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 in each column
 - Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y in the corresponding column(s). If no, circle N in the corresponding column(s)
 - If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.
6. **Is (are) there annual IEP goal(s) that are related to the student's transition services needs?**
- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, 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 in the corresponding column(s)

- For each of the postsecondary goal areas circled Y in question #1, 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 this postsecondary goal, circle N in the corresponding column.
 - 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 on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column.
 - 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 in the corresponding column.
 - If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not provide an answer in the *(IL)* column.
4. **Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?**
- Find where transition services/activities are listed on the IEP.
 - For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle Y.
 - For each of the postsecondary goal area, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle N in the corresponding column.
 - 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 in the corresponding column. 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 in the corresponding column.
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- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, 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 in the corresponding column(s).