

## VT Indicator 13 Technical Assistance Sheet

### Instructions for Completing Vermont's I-13 Checklist

1. **Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? (Element #1)**

*Locate the invitation to the IEP transition planning meeting for the student or look for evidence that the student was invited.*

2. **Is there evidence that a representative of any relevant outside agencies was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? For example, Voc Rehab, Developmental Services, VSAC etc. (Element #2)**

*In the second section of the VT IEP Transition Planning form look for evidence of inviting outside agencies. If there is evidence that the appropriate outside agencies were invited, then choose Yes.*

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

*In the section of the VT IEP transition plan labeled Element #3 look for which transition assessments were completed. Transition Assessments are defined as "an ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)" Source: The Division on Career Development and Transition of the Council for Exceptional Children.*

*There should be evidence that multiple age appropriate transition assessments were used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals.*

*Transition assessments are the underpinning to the creation of a successful IEP transition plan. Is there a brief summary of the assessment results? If no assessments have been done, then the transition planning process hasn't really even started yet. If the IEP states a plan to do xyz assessment that is also out of compliance. If there were transition assessments and a summary of the results, choose Yes. If there were no assessments issued and no summary, circle N.*

### Contact Information:

If you have questions about this document or would like additional information, please contact:

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**4. Is there an appropriate measurable postsecondary goal for Education/Training? For Employment? And where appropriate for Independent Living? (Element #4)**

*Postsecondary goals need to be written as an outcome. Phrases like “plans to” or “hopes to” are not measurable and are not compliant with Indicator 13. Education/Training example: “After high school, Allison will attend college to focus on early childhood development.”*

*If there are appropriate measurable postsecondary goals in the areas of **Education/Training** after high school, and **Employment** after high school, and (where appropriate) **Independent Living** after high school and if the identified postsecondary goals in Training, Education, and Employment, and (where appropriate) Independent Living Skills appear to be appropriate for the student, based on the information uncovered via the transition assessments, circle Y.*

*If the Postsecondary goals are not written as outcomes and/or are not measurable circle N*

*\*\*For more examples please see the VT AOE Case Study Project. Each of the 6 cases include an Indicator 13 compliant transition plan.*

**5. Are there annual goal(s) that are related to the student’s transition services needs? (Element #5)**

*In section 5 of the VT IEP Transition Plan template find the annual goals for transition services section. Each postsecondary goal should have a corresponding annual goal that supports that student in moving toward the post-secondary goal. Postsecondary goals occur after high school while the annual goals occur during the school year.*

*For each of the postsecondary goal areas circled Y in question #4, if there is a measurable annual goal included in the IEP related to the student’s transition services needs, circle Y for each.*

*For each of the postsecondary goal areas circled Y in question #1, if there is no annual goal included in the IEP related to the student’s transition services needs, circle N in the corresponding column(s).*

**6. Are the postsecondary goals updated annually? (Element #6)**

*If the postsecondary goals for Training, Education, Employment, and where appropriate Independent Living Skills, are documented in the student’s current IEP, circle Y in each corresponding column. If the postsecondary goals for Training, Education, Employment, and where appropriate Independent Living Skills, are not documented in the student’s current IEP, circle N in each corresponding column.*

**7. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? (Element #7)**

*Locate section 7 of the VT IEP transition form. 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, 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 for the corresponding domain.*

**8. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals? (Element #8)**

*Locate the course of study in section 8 of the VT IEP transition template.*

*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, circle Y. If no circle N.*

VT AOE Secondary Resources

Please visit the [Secondary Transition section](#) on the Special Education Resources for Special Educators and Administrators web page.

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