



Secondary Transition Training

**Supporting Continuous
Improvement
in Transition Planning**





State Performance Plan: Indicator 13 Introduction

- The legal framework
- Indicator 13 measurement details
- Information about findings of noncompliance
- Indicator 13 Data Verification Audit
- Data Verification Rubric





Post-Secondary Success is Embedded in IDEA

The purpose of IDEA is to ensure that all children with disabilities have available to them a free, appropriate public education (FAPE) that includes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

(34CFR§300.1(a))





Federal Transition Requirements

Beginning not later than the first IEP to be in effect when the child turns 16 . . . and updated annually, thereafter, the IEP must include –

- Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living.
(34CFR §300.320(b)(1))**
- The transition services (including course of study) needed to assist the child in reaching those goals.
(34CFR §300.320(b)(2))**



Illinois Transition Requirements

- **Transition planning begins for the first IEP that will be in effect at the age of 14 ½ years.**
- **Transition planning for Independent Living is a requirement. (PA 098-0517)**
- **Students can delegate their educational decision-making rights to their parent/guardian or other adult. (105 ILCS 5/14-6.10)**



Definition of Transition Services

<http://www.isbe.net/spec-ed/pdfs/comparison.pdf>

- a) **Transition services means a coordinated set of activities for a child with a disability that:**
- 1. is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate movement from school to post school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation...**
 - 2. is based on the individual child's needs, taking into account the child's strengths, preferences and interests;**

34CFR §300.43(a)



Federal Definition: SPP Indicator 13

States must report their level of compliance for SPP Indicator 13 in the Annual Performance Report. States submit Indicator 13 data based on all students who are age 16 and above and have an IEP.

“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable post-secondary 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 post-secondary 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)



Findings of Noncompliance

Districts who don't meet the measurable and rigorous target of 100% for Indicator 13.

Indicator 13 Data Verification Audit is an activity that is used to verify compliance.

All findings of noncompliance must be corrected within 12 months of issuance.



Data Verification Audit

The SPP Indicator 13 Data Verification Audit will continue in LEAs across the state. 34 CFR §300.640 outlines the SEA's responsibility to submit data required by section 618 of the IDEA. The State Performance Plan details the required improvement activities for each indicator.

Districts are randomly chosen and sent a letter outlining the process, timeline, requirements, and a sample of up to 15 students, ages 16 and above.

Districts submit documentation for the list of students.

ISBE uses the Data Verification Audit Rubric to score the sample students.

Districts will be sent a letter and a copy of the scored rubrics.

Districts who “do not meet” will be sent a letter with instructions for corrective action.

The Indicator 13 Data Verification Rubric and other valuable tools and resources for transition planning are located on ISBE's webpage:

<http://www.isbe.state.il.us/spec-ed/html/indicator13.htm>



Indicator 13 Rubric





State Performance Plan: Indicator 13

Segment 1

Rubric Item 1:

- **Measurable Post-School Goals**





Indicator 13: Rubric Item 1

1. There are measurable postsecondary goals in the areas of employment, education and/or training, and independent living. 34 CFR 300.320(b)	Yes	No	Comments/Notes
a. Is there a measurable postsecondary goal for <u>employment</u> which will occur after high school/aging out?	<input type="checkbox"/>	<input type="checkbox"/>	
b. Is there a measurable postsecondary goal for <u>education and/or training</u> which will occur after high school/aging out?	<input type="checkbox"/>	<input type="checkbox"/>	
c. Is there a measurable postsecondary goal for <u>independent living</u> which will occur after high school/aging out? 105ILCS 5/14-8.03(a-5)	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. Yes No



Indicator 13: Rubric Item 1

A measurable post-secondary goal must be developed and written in the following areas for transition-aged students aged 14 ½ and above in Illinois:

- Education and/or training
 - Education: community college, university, technical/trade/vocational school
 - Training: vocational or career field training, independent living skill training, apprenticeship, on the job training, job corp
- Employment
 - Paid employment (competitive, supported)
 - Non-paid employment (volunteer, in a training capacity)
 - Military
- Independent Living
 - Independent living skills, health/safety, financial/income, transportation/mobility, social relationships, recreation/leisure, self-advocacy/future planning



Selected Resources to Assist in Developing Transition Independent Living Goals

Casey Life Skills <http://lifeskills.casey.org>

Casey Life Skills is a free practice tool and framework to assess independent living skills. This assessment measures in the following domains:

- **Daily Living Skills**
- **Self Care Skills**
- **Relationships & Communication Skills**
- **Housing & Money Management**
- **Work & Study Skills**
- **Career & Education Planning**

Illinois' Social and Emotional Learning Standards

http://isbe.net/ils/social_emotional/standards.htm



Concern Over Post-Secondary Goals

“If it is stated as a measurable goal that occurs after students have left the LEA. I’m concerned about liability issues when students don’t meet those stated goals after school.”

IDEA does not require that local education agencies (LEAs) be held accountable for students’ attainment of post-secondary goals. The post-secondary goals are required components of transition planning.



Transition Responsibility of Schools

Schools ARE responsible for:

- **providing the educational programs and transition services stated in the IEP.**

Schools ARE NOT responsible:

- **if the post-secondary goal is not attained by the young adult.**



Measurable Post-Secondary Goal

A measurable post-secondary goal uses results oriented terms such as:

“enrolled in”

“work”

“part time”

“full time”

Formula provided by the National Secondary Transition Technical Assistance Center:

_____ **WILL** _____
(After High School) (student) (behavior) where & how



State Performance Plan: Indicator 13

Segment 2

Rubric Item 2:

- **Post-secondary Goals Updated Annually**





Indicator 13: Rubric Item 2

2.	The postsecondary goals are updated annually. 34 CFR 300.320(b)	Yes	No	Comments/Notes
	d. Has the current IEP been updated for <u>employment</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Has the current IEP been updated for <u>education and/or training</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	
	f. Has the current IEP been updated for <u>independent living</u> ? 105ILCS 5/14-8.03(a-5)	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. Yes No



Updating Post-Secondary Goals Annually

Three post-secondary goals were included in the IEP. The IEP was updated within 12 months as indicated by the following examples:

Example: “date of last review” and “signature dates on the current IEP”.

The goals meet I-13 standards for Item #2 for the following reasons:

a) post-secondary goals were identified in conjunction with developing the IEP and the IEP was reviewed with 12 months of the previous IEP.

Example: Present Level of Academic and Functional Performance (PLAAFP) indicates that “since last school year”

The goals meet I-13 standards for Item #2 for the following reasons:

a) “since last year” indicates that the information was updated annually and contributed to the post-secondary goals identified in this IEP.



State Performance Plan: Indicator 13

Segment 3

Rubric Item 3:

- **Post-secondary Goals Based on Age-Appropriate Transition Assessments**



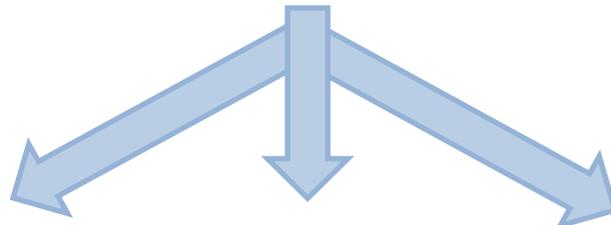


Indicator 13: Rubric Item 3

3. There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments and provided information on “the student’s needs taking into account strengths, preferences and interests”. 34 CFR 300.320(b)	Yes	No	Comments/Notes
g. Was an age appropriate assessment given prior to the IEP meeting that addressed <u>employment</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	
h. Was an age appropriate assessment given prior to the IEP meeting that addressed <u>education and/or training</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	
i. Was an age appropriate assessment given prior to the IEP meeting that addressed <u>independent living</u> ? 105ILCS 5/14-8.03(a-5)	<input type="checkbox"/>	<input type="checkbox"/>	
Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. <input type="checkbox"/> Yes <input type="checkbox"/> No			



Transition Assessments Must Address These Areas



Employment



**Education/
Training**



**Independent
Living**



Indicator 13: Rubric Item 3

Guidance from the National Technical Assistance Center on Transition located at <http://www.transitionta.org>. (This has replaced NSTTAC).

Become familiar with different types of transition assessments and their characteristics.

Select methods that assist students by helping them answer:

- Who am I?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and community?
- What are my options in the school and community for preparing me for what I want, now and in the future?



Indicator 13: Rubric Item 3

Formal transition assessments:

- Adaptive behavior/daily living skills assessments
- General and specific aptitude tests
- Interest inventories
- Intelligence tests
- Temperament inventories/instruments
- Career maturity or employability tests

Informal transition assessments:

- Interviews (student and family)
- Questionnaires
- Direct observation
- Curriculum-based assessments
- Environmental analysis



Examples of Age-Appropriate Transition Assessments

- **Social Histories**
- **Career Cruising**
- **Explore Test**
- **PLAN test**
- **PSAE**
- **Assessment of Technology Needs**
- **Interest Inventories**
- **Career Interest Inventory**
- **Learning Styles Inventory**
- **Independent Living Skills Questionnaire**
- **Social Skills Inventories**
- **Kuder Assessment**
- **ACT/SAT**
- **ASVAB**
- **Think Link**
- **Transition Planning Inventory**
- **Student Interview Inventory**
- **Vocational Evaluation**
- **Compass Test**
- **Work Keys**
- **Family Interviews**
- **Career Portfolios**
- **Person-Centered Planning**
- **Employability Skills Inventory**
- **Mechanical Aptitude Test**
- **Personality Scales**



Examples of Non-Appropriate Transition Assessments

- **STEP program**
- **Student Career Plan**
- **Resource Management Class**
- **Career Day**
- **Transition Fair**
- **Career Counseling**
- **DRS Coordination**
- **Transition Planning**
- **Coursework**



State Performance Plan: Indicator 13

Segment 4

Rubric Item 4:

- **Transition Services**





Indicator 13: Rubric Item 4

4. There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. 34 CFR 300.320(b)	Yes	No	Comments/Notes
j. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <u>employment</u> goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="checkbox"/>	<input type="checkbox"/>	
k. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <u>education and/or training</u> goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="checkbox"/>	<input type="checkbox"/>	
l. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <u>independent living</u> goal that will occur during and/or after high school to facilitate movement from secondary education to post school? 105ILCS 5/14-8.03(a-5)	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. Yes No



Transition Services

- **Instruction** is one component of a transition program that “the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum, and gain needed skills.” Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.
- **Related service** is defined as “transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services... counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education....” Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350.
- **Community experiences** are one component of a transition program “that are provided outside the school building or in community settings....” Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.



Transition Services (cont.)

- **Employment and other post-secondary adult living objectives are components of transition that “the student needs to achieve desired post-secondary goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing and planning for adult services such as Social Security Income (SSI).” Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.**
- **Acquisition of daily living skills is a component of transition that is included “if appropriate” to support student ability to do those activities that “adults do every day.” Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.**
- **Functional vocational evaluation is a component of transition that is included “if appropriate.” This evaluation involves “an assessment process that provides information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observations or formal measures, and should be practical. The IEP team could use this information to refine services outlined in the IEP.” Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.**



Transition Services - Examples

Post-Secondary Goal:

Upon completion of high school, John will attend Lincoln Land Community College.

Transition Services:

Instruction: John will receive tutoring in reading comprehension strategies.

Related Services: John will receive counseling services to increase ability to manage anger.

Community Experience: John will have three visits to Lincoln Land's Disability Services Office.

Development of Employment: John will take Lincoln Land's entrance prep exam.

Daily Living Skills: John will use resources such as public transportation to attend classes at Lincoln Land.



Transition Services - Examples

Post-Secondary Goal:

After graduation, Kevin will participate in habilitative and functional skill training through the ARC of Chicago and will attend courses designed to provide specialized academic, functional, and occupational preparation.

Transition Services:

Daily Living Skills: Maintain a bank account, practice safety skills in the community, select clothing for the day, express preferences related to saving money for personal use.

Employment and Other PS Living Objectives: Meet with job coach in classroom and community settings, meet with SSI representative to determine possible financial benefits, vocational rehabilitation referral.

Functional Vocation Evaluation: Refer to DRS for non-verbal, modified assessments of adaptive behavior, career interests and skills.



State Performance Plan: Indicator 13

Segment 5

Rubric Item 5:

- **Course of Study**





Indicator 13: Rubric Item 5

5. The IEP includes a course of study that will reasonably enable the student to meet his/her postsecondary goals. 34 CFR 300.320(b)	Yes	No	Comments/Notes
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m. Does the course of study address the student's current and remaining years in school and lists names of classes, rather than a statement of instructional program, that depicts a progression towards meeting the post-secondary goals?

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. Yes No



Indicator 13: Rubric Item 5

As you plan the course of study, consider these points:

- **Does the transition plan include documentation that aligns with the student's post-secondary goals?**

- **Does a post-secondary goal require or benefit from the successful completion of specific high school courses such as**
 - **A future chef planning to take and complete all cooking related classes;**
 - **A future child care provider planning to take and complete all relevant Family and Consumer Science classes;**
 - **A future auto body mechanic planning to take and complete relevant classes in 'shop.'**



Indicator 13: Rubric Item 5

- **The Course of Study must be completed for all transition-aged students from the current year through the anticipated year of graduation. Writing the word elective does not provide the needed documentation of a course of study that aligns with the student's post-secondary goals.**
- **If a vocational class related to the student's career interests is not available due to budget constraints or other extenuating circumstances, state that either in the Course of Study or PLAAFP so that everyone involved knows that the student's strengths, preferences and interests were discussed.**
- **Delineate in the Course of Study to show the progression of classes that assist the student in meeting his/her transition post-secondary goals, i.e., Foods I, Foods II, etc.**



State Performance Plan: Indicator 13

Segment 6

Rubric Item 6:

- Annual Goals





Indicator 13: Rubric Item 6

6. Annual IEP goals are related to the student's transition service needs. 34 CFR 300.320(2)(i)	Yes	No	Comments/Notes
n. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <u>employment</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	
o. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <u>education and/or training</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	
p. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <u>independent living</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. Yes No



Indicator 13: Rubric Item 6

For each post-secondary goal, is there at least one annual goal and short-term objective included in the IEP related to the student’s transition services needs?

Transition services are developed to assist the student in progressing toward their post-school goals. Therefore, annual goals are related to the post-secondary goals via transition services.

Annual goals are “statements that describe what a child with a disability can reasonably be expected to accomplish within a 12-month period in the child’s special education program.”

- There must be at least one annual that ties back to each of the post-school goals.
- An annual goal might be academic and transition, functional and transition, academic, functional and transition, or just transition.

A Helpful Formula from NSTTAC

Given _____ **WILL** _____ .

condition (i.e., direct instruction, modeling, peer tutoring)	student	behavior	criteria (i.e., 80%)	time frame (i.e., by June, 2015)
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Post-Secondary Goal

After graduation from high school, Jodi will participate in remedial education courses at the local community college focusing on life skills instruction, functional reading, functional math, productivity and basic employability skills.

Present Level of Academic Achievement & Functional Performance

- Jodi completed the Brigance Employability Skills Inventory which reported that she was functioning at grade 3 in reading and at grade 4 in math. Her intake assessment suggested that she has adequate verbal skills. The quick-screen indicated she lacked basic employment literacy skills in math and reading.



Annual Goal

Jodi will increase her inferential reading comprehension scores by one grade level as measured by classroom assessments by May 1, 2017, in order to improve this skill in on the job training materials.

Objectives

Given daily instruction and use of high-interest reading materials such as the newspaper, young adult magazines, school-approved web-sites, and short stories for adults, Jodi will increase her reading comprehension by .5 grade level by the end of the first semester in the 2016–2017 school year.

Given daily instruction and use of high-interest reading materials such as the newspaper, young adult magazines, school-approved web-sites, and short stories for adults, Jodi will increase her reading comprehension by one grade level by the end of the 2016-2017 school year.



State Performance Plan: Indicator 13

Segment 7

Rubric Item 7:

- **Inviting Students**





Indicator 13: Rubric Item 7

7.	There is evidence that the student was invited to the IEP team meeting where transition services were discussed. 34 CFR300.321(b)	Yes	No	Comments/Notes
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q. Was the student invited to the IEP meeting by being listed on the Notification of Conference form AND/OR did the student sign in as an IEP team member at the meeting?

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. Yes No



Indicator 13: Rubric Item 7

- **For the current year, is there documentation in the IEP or cumulative folder that the student was invited to attend the IEP meeting?**
- **Is the student's invitation signed (by the LEA) and dated prior to the date of the IEP meeting?**
- **Compliance is inclusion of the student's name in the Notice of Conference letter as a person who is invited to the IEP meeting.**



State Performance Plan: Indicator 13

Segment 8

Rubric Item 8:

- **Inviting Outside Agencies**





Indicator 13: Rubric Item 8

8. If appropriate, there is 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. 34 CFR 300.321(b)(3)	Yes	No	Comments/Notes
r. Is it too early to determine if the student will need outside agency involvement?	<input type="checkbox"/>	<input type="checkbox"/>	
s. If transition services are listed that will be provided by or paid by an outside agency, is there evidence that the agency was listed on the Notification of Conference form?	<input type="checkbox"/>	<input type="checkbox"/>	
t. If transition services are listed that will be provided by or paid by an outside agency, is there evidence of current written PRIOR consent obtained from the parent or student who has reached the age of majority? (Consent is valid for 1 year from date of signature on the form).	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. Yes No



Indicator 13: Rubric Item 8

For the current year, is there evidence in the IEP that representatives of any agencies/services were invited to participate in the IEP meeting, including but not limited to: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?

The 3-step process includes:

Step 1: Are there transition services listed that are likely to be provided or paid for by an outside agency?

Step 2: If there are such services, is there documentation that the parent/guardian and/or student who has reached the age of majority has provided consent to invite the relevant outside agencies?

Step 3: If consent is obtained, is there evidence that one or more of the outside agencies/services were invited to the IEP meeting to discuss transition?



Indicator 13: Rubric Item 8

Examples of Outside Agencies

- **US Military representative**
- **DHS DRS representative**
- **Local Social Security Administration representative**
- **Employer**
- **Post-Secondary education and training provider (e.g., office of disability services)**
- **Independent Case Coordination Unit (PAS agency)**
- **Adult service agency representatives**
- **Center for Independent Living (CIL)**
- **workNet Center representative**
- **Community leaders such as religious leaders, recreation programs, and county extension agents**

****Individuals that are paid by and under the jurisdiction of the school district are not considered outside agencies.**



Indicator 13: Rubric Item 8

Once obtained, parent/student consent is valid for one year or less if a new meeting is called prior to the annual review to discuss transition issues. Districts can choose a proactive plan to ensure that obtaining consent does not get in the way of outside agency participation. Examples include but are not limited to:

- After the current IEP meeting
- At fall registration
- At a well-attended parent night or other school function

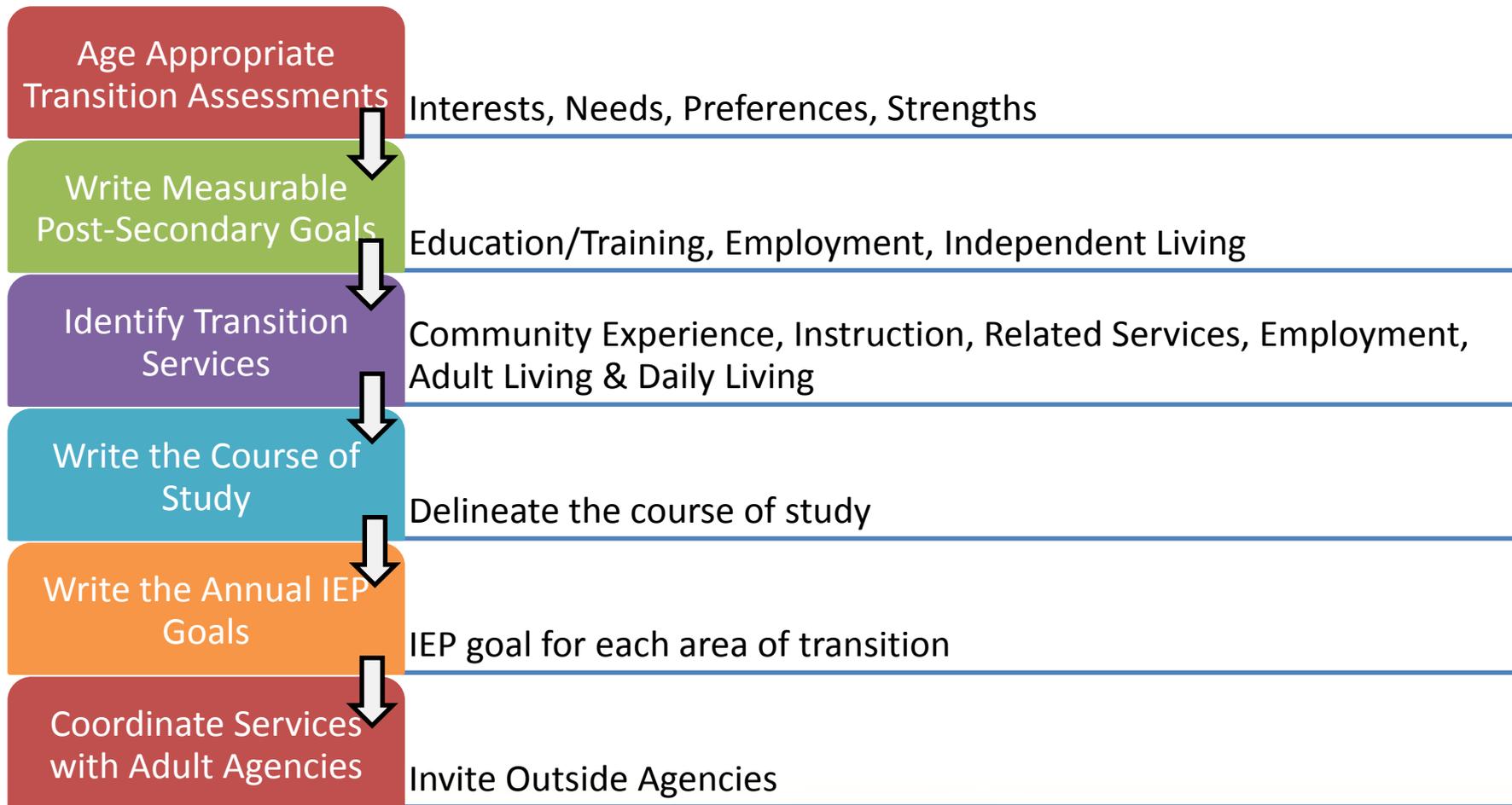
For those invited post-school service providers who declined and/or were unable to attend the IEP meeting, is there evidence that alternative forms of communication and information gathering were used to support networking/access for the IEP team and specifically the family and/or student? (Note: Provide the agency information in the linkages section so that the student/family has it for future reference.)

A sample consent form can be found at:

<http://www.isbe.state.il.us/spec-ed/html/indicator13.htm>



Transition Rubric Summary





State Performance Plan: Indicator 13

Segment 9

Next Steps for Findings of Noncompliance





Next Steps for Findings of Noncompliance

- **Correct identified noncompliance**
 - **Use the scored rubric as a guide**
- **Provide documentation of students who are no longer under the jurisdiction of the district**
- **Assigned consultants (Indicator 13 Team) can communicate via e-mail, fax and/or phone**
- **If needed, on-site training may be provided to districts who have a finding**
- **Findings of noncompliance must be closed within one year of issuance**
- **ISBE is federally required to pull a second sample**



State Performance Plan: Indicator 13 Segment 10

- **Transition Case Studies**
- **Resources**
- **Conclusion**
- **Indicator 13 Team Members' Contact Information**





Transition Case Studies

Use the National Secondary Transition Technical Assistance Center (NSTTAC) case studies for other examples and non-examples of Indicator 13 requirements. The students in the case studies represent a wide range of abilities to provide users with a wealth of examples. Students with:

- **Specific learning disabilities**: Refer to the case studies for Allison, Jason & John.
- **Autism**: Refer to the case study for Alex.
- **Emotional behavioral disorder**: Refer to the case study for Jamarreo.
- **Intellectual disabilities**: Refer to the case studies for Jeremy, Jodi, Lissette, Paulo & Stephanie.
- **Severe, complex disabilities**: Refer to the case studies for David, Kevin, Lily, & Rolanda.

<http://www.nsttac.org>



Additional Information

ISBE has a continuum of tools available to assist districts in meeting SPP Indicator 13 requirements. The eight Indicator 13 statements/questions, based on the NSTTAC Indicator 13 Checklist vetted by OSEP, form the basis for each of the following tools:

SPP Indicator 13 Checklist: This checklist is a one page tool that can be used as a vehicle to capture Indicator 13 data after the IEP meeting for entry to FACTS (Funding and Child Tracking System). The FACTS document is **NOT** the same as the Indicator 13 rubric that is used in the evaluations of transition plans. http://www.isbe.net/spec-ed/pdfs/indicator13_checklist.pdf

Indicator 13 Data Verification Rubric: Districts and cooperatives can use the rubric for staff training and self-assessment purposes. The rubric may be accessed at <http://www.isbe.net/spec-ed/pdfs/37-40-spp-ind13-scoring-rubric.pdf>



Additional Information (cont)

Indicator 13 Required Evidence of Correction: Districts and cooperatives can use the Evidence of Correction form when given a finding by ISBE for noncompliance in one of the eight rubric areas. The form may be accessed at <http://www.isbe.net/spec-ed/pdfs/indicator13-evidence-of-correction.pdf>.

Indicator 13 Summary Sheet: Districts and cooperatives may use this one page summary sheet that provides helpful tips on meeting compliance for Indicator 13. The summary sheet may be accessed at <http://www.isbe.net/spec-ed/pdfs/indicator13-summary.pdf>.

Additional tools and resources for transition planning are located on ISBE's webpage: <http://www.isbe.net/spec-ed/html/indicator13.htm>.

****NOTE:** Districts' completion of the checklist and/or rubric does not constitute evidence of meeting the minimum Indicator 13 requirements; i.e., evidence of compliance must be within the student's IEP document , including the transition plan pages, and/or within the student's file.



Differences Between Middle School and High School Transition Plans

Middle School Transition Plan

- Must contain all components of the transition plan as required by regulation.
- Plans are less detailed.
- Focus on school-based supports/services.
- Post-secondary goals relate to general employment/career cluster.
- Focus more on assessment/experiences to help explore and narrow down post-secondary goals.

High School Transition Plan

- Must contain all components as required by regulation.
- Plans are detailed.
- Focus on outside supports/services.
- Post-secondary goals relate to a specific career/employment.
- Focus more on the post-secondary goals and uses assessments/experiences.



Critical Interrelationships

Quality IEPs

(Indicator 13)

**Staying in
school**

(Indicators 2 & 4)

**Positive post-
school outcomes**

(Indicator 14)

Graduating

(Indicator 1)





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