

Louisiana Department of Education Indicator 13 Compliance Checklist

(Meets the minimum requirements for SPP/APR measurements)

Adapted from the NSTTAC Indicator 13 Checklist form A

Student _____ **DOB** _____

District _____ **School** _____

Indicator 13: 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 the student who has reached the age of majority. [20 U.S.C. 1416(a)(3)(B)]

1. Are there age appropriate measurable post secondary goals that cover training/ education, employment, and as needed independent living?	Y N
<ul style="list-style-type: none"> • Can the goals be counted? Statements that reflect what the student "will do" are measurable. Statements that reflect what a student "plans to do" or "wants to do" are not considered measurable. • Will the goals occur <i>after</i> the student leaves school? 	
2. Are the post secondary goals reviewed or updated annually?	Y N
<ul style="list-style-type: none"> • Post secondary goals may or may not change but must be discussed annually • Present levels of performance and assessment results must be updated at each IEP 	
3. Are the transition postsecondary goals based on age appropriate transition assessment?	Y N
<ul style="list-style-type: none"> • Is there documentation of the use of formal and informal assessments? • Have specific test results been documented? (present level of performance) • Are there copies of assessments results (interest inventory, ect.) located in the IEP folder? 	
4. Is (are) there annual IEP goals related to the students transition service needs?	Y N

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<ul style="list-style-type: none"> • Is there at least one annual IEP goal that is marked “targeted for transition”? • Is (are) the annual goal (s) directly related to the postsecondary goals and transition services action steps? 	
<p>5. Are there transition services in the IEP that will reasonably enable the student to meet his or her goals?</p>	Y N
<ul style="list-style-type: none"> • Are the action steps addressed in the IEP? • If no family action steps are documented or the family did not participate please provide justification. • If no agency action steps are documented or the agency did not participate please state that “The agency did not attend” 	
<p>6. Is there evidence that there student was invited to the IEP?</p>	Y N
<ul style="list-style-type: none"> • Does the IEP indicate the method of invitation (letter, ect.)? • Is there a copy of the letter in the IEP folder or other documentation of invitation (call log ect.)? 	
<p>7. Was consent obtained from the parent or student who has reached the age of majority prior to inviting adult agencies to the meeting?</p>	Y N NA
<ul style="list-style-type: none"> • Is there documentation located in the IEP folder (signed consent form)? • If parent or student did not provide consent mark as NA (there must be documentation) 	
<p>8. Is there evidence that agencies representatives were invited to the IEP meeting?</p>	
<ul style="list-style-type: none"> • Is there documentation of the agency invitation in the IEP folder? • If the agency was invited, but did not attend, is there documentation of other attempts at agency linkage (adult service pamphlets, transition fair invitation, post secondary information ect.)? 	
<p>9. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?</p>	Y N
<ul style="list-style-type: none"> • Is there a copy of the student’s regular five year plan, Pre GED/ Skills Options Career Plan, or the Education/ Career Plan for LAAI Students (required by Act 1124) attached to the IEP? • A multi-year high school course list is also an acceptable document. 	
<p>10. Does the IEP meet the minimum requirements for Indicator 13? Y= All Y’s or NA for items 1-9 N= one or more N’s</p>	Y N