



Opportunity Through Education

Transition Series

NTACT Checklist

Oct. 10th 2023

Monitoring and Indicator 13

The SEA (State Education Agency) is required through IDEA to monitor Indicator 13.

§ 300.120 Monitoring activities.

- (a) The SEA must carry out activities to ensure that [§ 300.114](#) is implemented by each public agency.
- (b) If there is evidence that a public agency makes placements that are inconsistent with [§ 300.114](#), the SEA must—
 - (1) Review the public agency's justification for its actions; and
 - (2) Assist in planning and implementing any necessary corrective action

Indicator 13 requires 100% compliance

NTACT Checklist

The NTACT checklist is what the SEA uses to monitor compliance.

It comes in four pages; the checklist and an explanation of each item

The checklist can be found

https://wde.instructure.com/courses/587/files/74226?module_item_id=20471

Question 1

1. Are there appropriate measurable postsecondary goals in the areas of training education, employment, and, where appropriate, independent living skills?

Can the goals be counted? Will the goals occur after the student graduates from school?

Based on the information available about this student, do the postsecondary goals seem appropriate for this student?

If yes to all three guiding questions, then circle Y OR if a postsecondary goal is not stated, circle N



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We will be going over this question along with examples on November 8th.
We look forward to going over goals in a more detailed way

Question 2

2. Are the postsecondary goals updated annually?

Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP?

If yes, then circle Y OR if the postsecondary goals were not updated with the current

IEP, circle N

Examples:

There should be evidence that the team had a discussion about the students post secondary goals.

The goals do not have to change every IEP year. There should be evidence that there was discussion.

Question 3

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

Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file?

If yes, then circle Y OR if no, then circle N



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We will be going over transition assessments in more detail in our next transition series on Oct. 24th.

Question 4

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, instruction, related service(s), community experience, 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

If you do not check YES or NO, then you must check N/A.

Examples

9th grade examples

Employment • Instruction in job applications and interview skills • Participate in a job readiness workshop through Vocational Rehabilitation (VR or Pre-ETS) • Participate in a community-based work experience • Participate in a school-based work experience such as library, science lab, office runner, teacher assistant • Enroll in Pre-employment Transition Services (Pre-ETS) (identify specific Pre-ETS service)

Education/Training • Support in completing an executive functioning assessment and setting goals • Instruction in researching college majors and entrance requirements • Instruction in analyzing student success skills through a self-assessment • Plan out a CTE pathway of interest with school counselor

Independent Living Skills • Instruction in budgeting skills • Instruction and practice in self-advocacy skills • Support with independent daily hygiene skills • Instruction and practice in obtaining a learner's permit • Participate in community-based instruction to practice purchasing • Support completing application to VR • Participate in chores or household responsibilities

Examples Continued

10th grade examples

Employment • Participate in mock interviews to prepare for employment • Support with obtaining a part-time paid job • Participate in paid/unpaid internship/work experience/work-based learning (CTE) • Help student connect with a Career and Technical Student Organization (CTSO) • Enroll in Pre-Employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service) • Support with a mock interview with employer • Instruction in exploring career pathways in the student's area of interest • Instruction in resume writing • Develop an employment portfolio (electronic and/or hardcopy) highlighting the student's employment strengths, experiences, and interests

Education/Training • Support in creating a file for researching specific college majors and entrance requirements • Support to complete ACT/SAT preparation/accommodations • Support in exploring Advanced Placement (AP) and Concurrent Enrollment (CE) course options • Tour postsecondary programs aligned with student's interests

Independent Living Skills • Instruction in available independent living support for the future • Instruction on how to obtain a driver's license or state identification card • Instruction in registering with selective services (males) • Instruction in and practice with advocating for accommodations in class and/or workplace • Instruction in using the public transit system • Support in opening a bank account • Instruction in online banking • Instruction in the use of a debit card and tracking expenses • Instruction in the use of an alarm clock • Support with independent meal preparation • Instruction in doing their own laundry



11th grade examples

Employment • Support in exploring ROTC programs/military careers/meet recruiters • Instruction in steps to prepare for the Armed Services Vocational Aptitude Battery test (ASVAB) • Support with obtaining a paid part-time job in a preferred career field • Instruction in preparation for informational interview in preferred career field • Support in contacting student's VR counselor to develop individual plan for employment (IPE) • Instruction in labor market and potential job growth careers • Enroll in Pre-Employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service) • Instruction in applying for Department of Workforce Development Services (DWS) • Support in applying for an internship in career area of interest (CTE, Pre-ETS, DWS)

Education/Training • Support in exploring the steps to admission requirements for technical college • Support in arranging visits to college campuses to meet with disability services • Complete college readiness skills assessment • Support the student in independently using the Transition Elevated Planning App to prepare for their transition IEP • Support student to independently lead their own transition IEP meeting • Support in exploring college programs for students with Intellectual and Developmental Disabilities (I/DD)

Independent Living Skills • Learn to make grocery lists and purchase groceries • Instruction in following a recipe including understanding of measurements • Assist student with using a stove, kitchen knives, and oven independently • Assist student in obtaining Paratransit pass and support student in riding • Support student in researching and enrolling in community recreational programs • Learn next dollar strategy to make purchases independently • Instruction in and practice with using apps that will assist in organization, transportation, etc. • Support student in exploring if medical providers must change at 18 and research options • Support student in learning about medications and taking medications independently • Instruction in independent mobility in the community



12th grade examples

Employment • Instruction in how and when to communicate with your employer • Instruction in professional writing (cover letters, emails) • Support with researching, interviewing, and evaluating employment providers • Support student in completing job applications • Instruction in independent work-related problem-solving skills • Support in researching online job openings • Enroll in Pre-employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service)

Education/Training • Assist student with completing & submitting applications to postsecondary institutions • Support in research and apply for college scholarships • Assist in contacting disability services at postsecondary institutions to apply for services • Instruction in disability and accommodation laws (504/ADA) • Assist student with registering for a community adult class • Assist student in meeting with a Job Corps counselor • Instruction in adult social skills • Support with completing FAFSA • Support with research apprenticeship opportunities for certification in a career of interest (CTE/Technical college)

Independent Living Skills • Practice requesting accommodations with current teachers • Assist with registering to vote • Assist with obtaining a public transportation pass • Assist student in learning about and explore housing options • Support student in making their own doctor's appointments • Support with developing their own weekly/daily schedules



Age 18-21 Examples

Employment • Assist student with attending job fair • Support with maintaining VR counselor appointments • Assist student with using visual schedule to complete work tasks • Support with researching and interviewing adult service providers • Enroll in Pre-Employment Transition Services (Pre-ETS) (Identify specific Pre-ETS service) • Support in updating student's resume (traditional or video) • Instruction in developing an employment portfolio (electronic and/or hardcopy) highlighting student's employment strengths and interests

Education/Training • Instruction and practice in accommodation needs and requesting accommodations • Assist in touring local college/Applied Technology Colleges (ATC) • Assist in enrolling in certificate programs to learn career-specific skills (i.e., cosmetology, Microsoft Word, medical coding, etc.) • Assist in exploring college programs for students with disabilities (Aggies Elevated, Wolverines Elevated) • Support in exploring on the job training options • Contact colleges/technical schools about auditing courses • Assist with enrolling in Utah Independent Living Center classes

Independent Living Skills • Support in scheduling and keeping appointments independently (rescheduling appointments as needed) • Support keeping track of replenishable household items (adding to shopping list before things run out) • Support with following a morning schedule independently • Support with following laundry schedule independently • Support with checking mail and email daily • Support with making phone inquiries independently • Support with independently keeping track of important family member events • Support with renewing transit pass • Support with paying bills online

Question 5

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Do the transition services include courses of study that align with the student's postsecondary goals?

If yes, then circle Y OR if no, then circle N

Examples

The course of study should ALWAYS list the specific class. For example instead of putting “elective” you should name an elective that would help the student reach their post-secondary goals.

If the student changes their mind and they do not follow the course of study. It is okay!

Question 6

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 no, then circle N

Question 7

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, (e.g. a letter inviting the student to the meeting)?

If
yes, then circle Y OR if no, then circle N

Examples

It is important that all students, regardless of disability, are invited to their transition IEPs

This can be documented in a letter in their cumulative folder, in the notice of meeting, or in the PWN.

Question 8

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: postsecondary education, vocational education,

integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for the postsecondary goals?

Was prior consent obtained from the parent (or student who has reached the age of majority)?

If yes to both, then circle Y If no 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



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Any questions?