



Indicator 13:

Understanding Post-Secondary Transition Planning

September 2026

Welcome and Training Overview

- **Introductions**
- **Training Outcomes:**
 - understand the requirements of Indicator 13,
 - examine expectations as outlined by the NTACT Indicator 13 checklist, and
 - explore supports and resources available from the WDE



Welcome and Training Overview

Introductions



Training Outcomes:



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examine expectations as outlined by the NTACT Indicator 13 checklist, and



explore supports and resources available from the WDE

Overview of Indicator 13

- **IDEA, State Performance Plan, and Indicator 13**
 - Overview of Indicator 13 in IDEA / OSEP expectations
 - Role of state monitoring and SPP/APR
 - Wyoming's process
- **It is a 100% compliance indicator.**



Why Transition Planning Matters

The purpose of **post-secondary transition planning** is to prepare students with disabilities for life after high school in the areas of:

1. **Education and Training**
2. **Employment**
3. **Independent Living (when appropriate)**



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Legal Foundations: IDEA Transition Requirements

Indicator 13 is one of 18 Indicators (performance measures) that the federal government uses to monitor state performance relative to Federal Special Education laws. Indicator data is reported annually in the Annual Performance Report (APR) to the federal government as part of the IDEA- Part B Special Education State Performance Plan (SPP).



What does IDEA say?

- According to IDEA, transition:

Is designed to be within a **results-oriented** process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

[34 C.F.R. §300.43 (a) 20 USC Section 1401 (34)] Underlined sections added to IDEA 2004



What does IDEA say?

- According to IDEA, transition:

Is designed to be within a **results-oriented process** that is focused on **improving the academic and functional achievement** of the **child with a disability** to facilitate the child's movement from school to post-school activities;



post-secondary education



vocational education



integrated employment
(including supported employment)



continuing and adult education



adult services



independent living



community participation

[34 C.F.R. §300.43 (a) 20 USC Section 1401 (34)] Underlined sections added to IDEA 2004



What is transition?

IDEA also states that transition must:

- Be based on the individual child's needs, taking into account the child's strengths, preferences, and interests, and
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 C.F.R. §300.43 (a) 20 USC Section 1401 (34)]

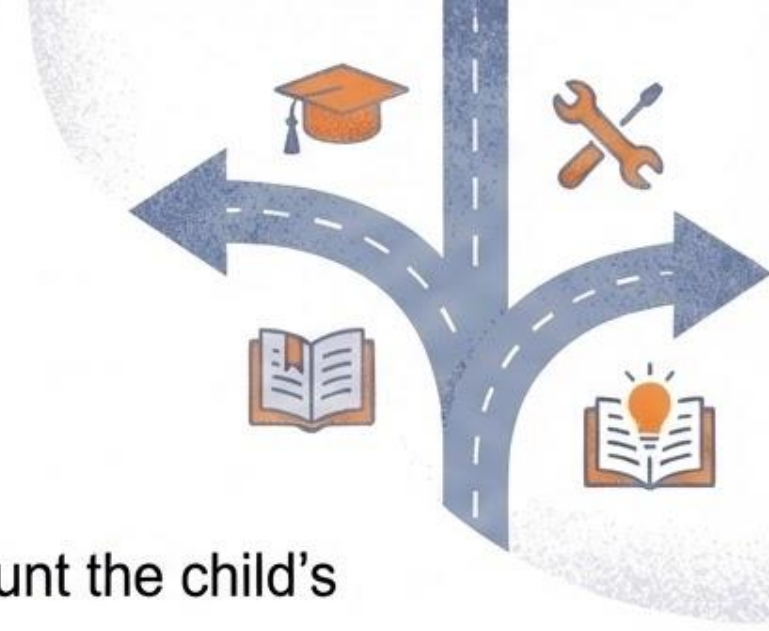


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[34 C.F.R. §300.43 (a) 20 USC Section 1401 (34)]



Timeline for Transition Planning

Transition planning must begin:

“not later than the first IEP to be in effect when the child is 16, and updated annually thereafter.”

[34 C.F.R. §300.320 (b) and (c)] [20 USC Section 1414 (d)(1)(A)(i)(VIII)]



Age Appropriate Assessments

The requirements of 34 C.F.R. §300.320(b)(1) states;

Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

Sources of assessment information include, but are not limited to:

- Formal interest surveys, aptitude tests, other surveys
- Current psychological assessment data indicating areas of strength and weakness
- Student interviews
- Student completion of interest inventories
- Questionnaires to establish student interests and preferences
- Functional vocational evaluations
- Interviews with the family



Why Transition Assessment?

Transition Assessment “is the **ongoing process** of collecting data on the student’s **needs, preferences, and interests** as they relate to the demands of current and future working, educational, living, personal, and social environments” (Sitlington & Payne, 2004)

“Transition assessments should gather information in four broad areas: (a) **academic performance**, (b) **self-determination**, (c) **career interests and skills**, and (d) **adaptive behavior and independent living**.

(Walker, Kortering, Fowler, Rowe, & Bethune, 2013).

Use meaningful updated assessments each year to align with individual student need and interest.



WDE Indicator 13 Monitoring Process:

- 10 randomly-selected student files per district are reviewed each year (if a district has fewer than 10 transition-age students, all of their transition-age student files will be reviewed)
- WDE reviews and determines compliance on each selected file using the 8 questions on the NTACT:C Indicator 13 Checklist
- If 100% compliance across all reviewed student files is not found, necessary individual corrections will be indicated to the district and tiered training and support will be provided



WDE Indicator 13 Monitoring Process:



File Review & Selection

- 10 randomly-selected student files per district are reviewed each year (if a district has fewer than 10 transition-age students, all of their transition-age student files will be reviewed)



Compliance Determination

- WDE reviews and determines compliance on each selected file using the 8 questions on the NTACT:C Indicator 13 Checklist



Correction & Support

- If 100% compliance across all reviewed student files is not found, necessary individual corrections will be indicated to the district and tiered training and support will be provided



Checklist Item 1: Measurable Postsecondary Goals

1. Are there appropriate measurable postsecondary goals in each required area? Y N

- Can the goal(s) be counted?
- Will the goal(s) 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 above, then **circle Y** OR if a postsecondary goal is not stated, **circle N**



Goals

Timeframe

- Establishes exactly when the goal takes place
- States goal happening after high school

Certainty

- Indicates clear action instead of a process or possibility

Measurability

- Specific
- Observable and measurable



Common Mistakes

- Vague or Unmeasurable
 - Replace with concrete and observable options.
- Hoping and Planning
 - Use definitive verbs.
- Happening During High School
 - Use terms to indicate the timeframe is happening after high school.
- Confusing Activities with Goals
 - Use verbs that relate to measurable outcomes of living independently.



Compliant or Noncompliant?



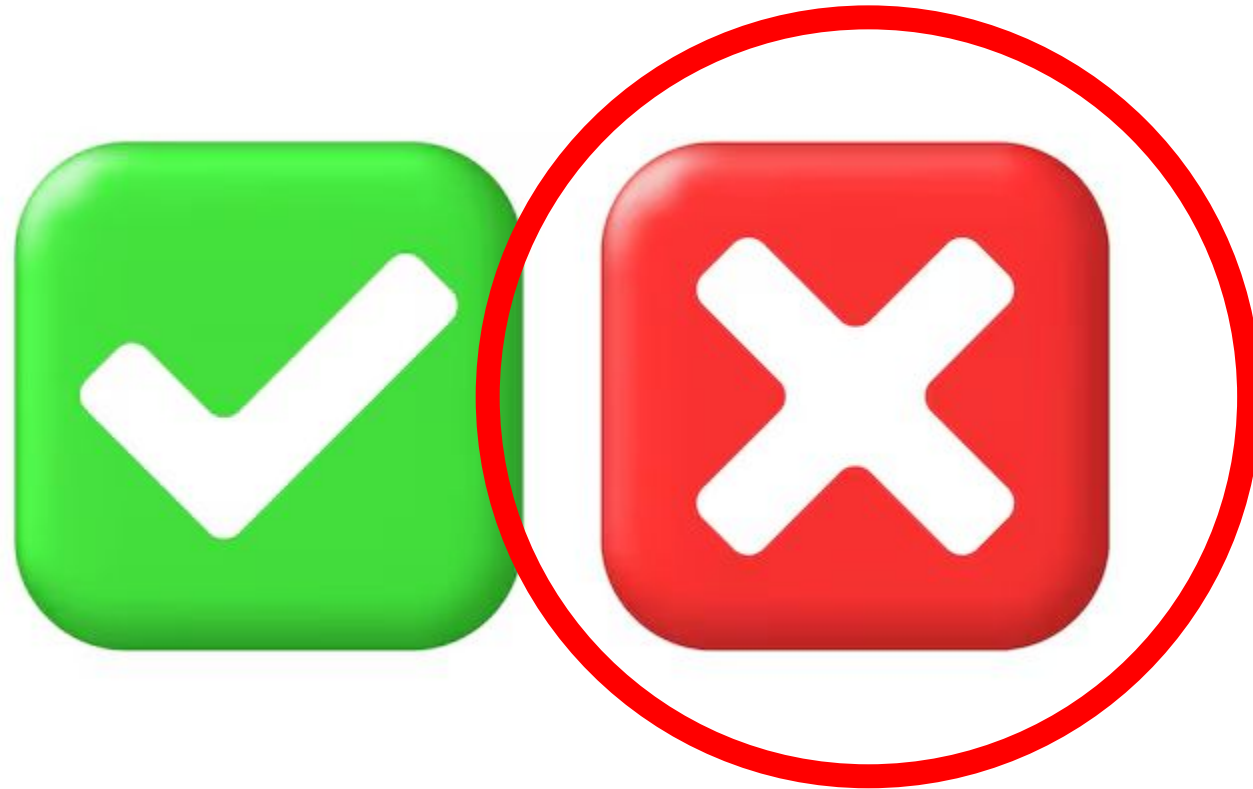
Education/Training

Marcus wants to go to college to study auto mechanics after high school.



Education/Training

Marcus **wants to** go to college to study auto mechanics after high school.

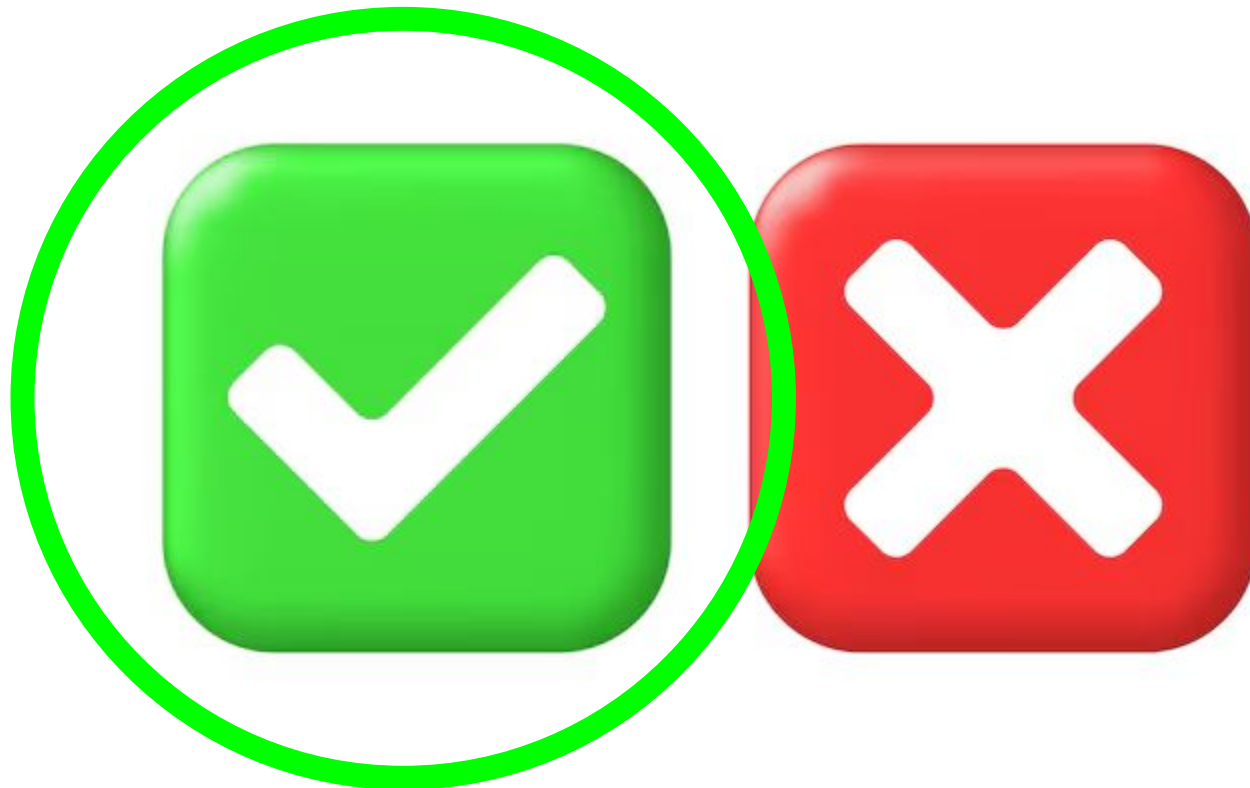


This is an expression of intent rather than an observable, measurable action.



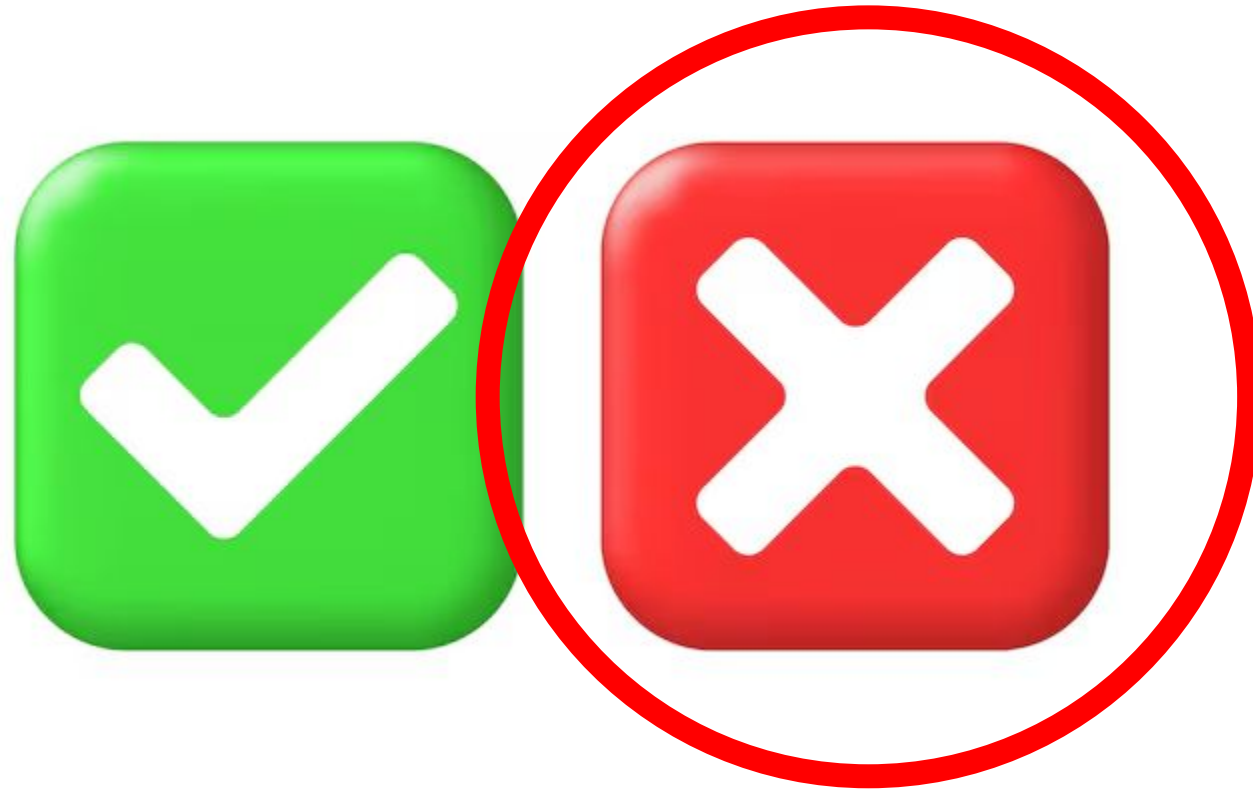
Education/Training

Upon graduation from high school, Marcus **will enroll** full-time in the Automotive Technology program at the local community college.



Education/Training

Elena **will** pass her algebra class and explore design careers



This describes an **in-school annual goal**, not a postsecondary goal tracking of what happens *after* high school.



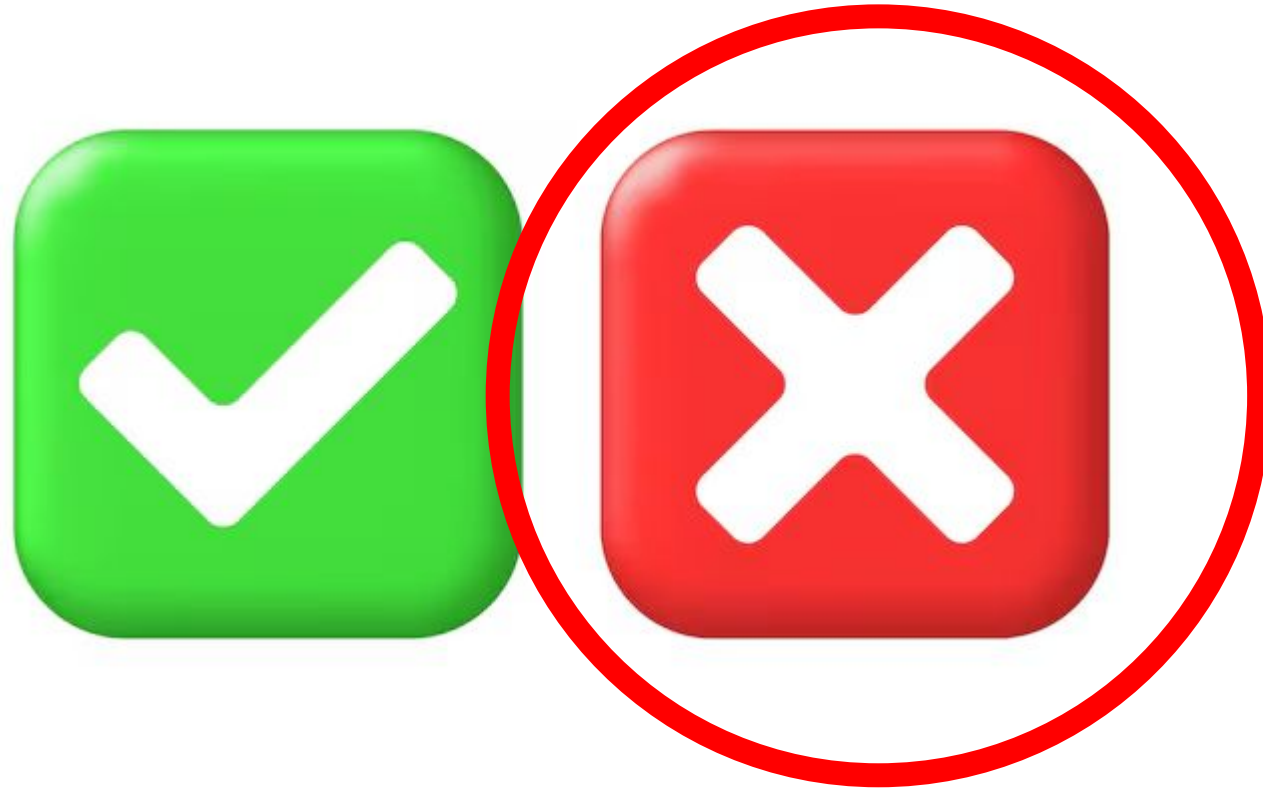
Career/Employment

As an adult, Sarah will get a job as a retail clerk.



Career/Employment

As an adult, Sarah will get a job as a retail clerk.

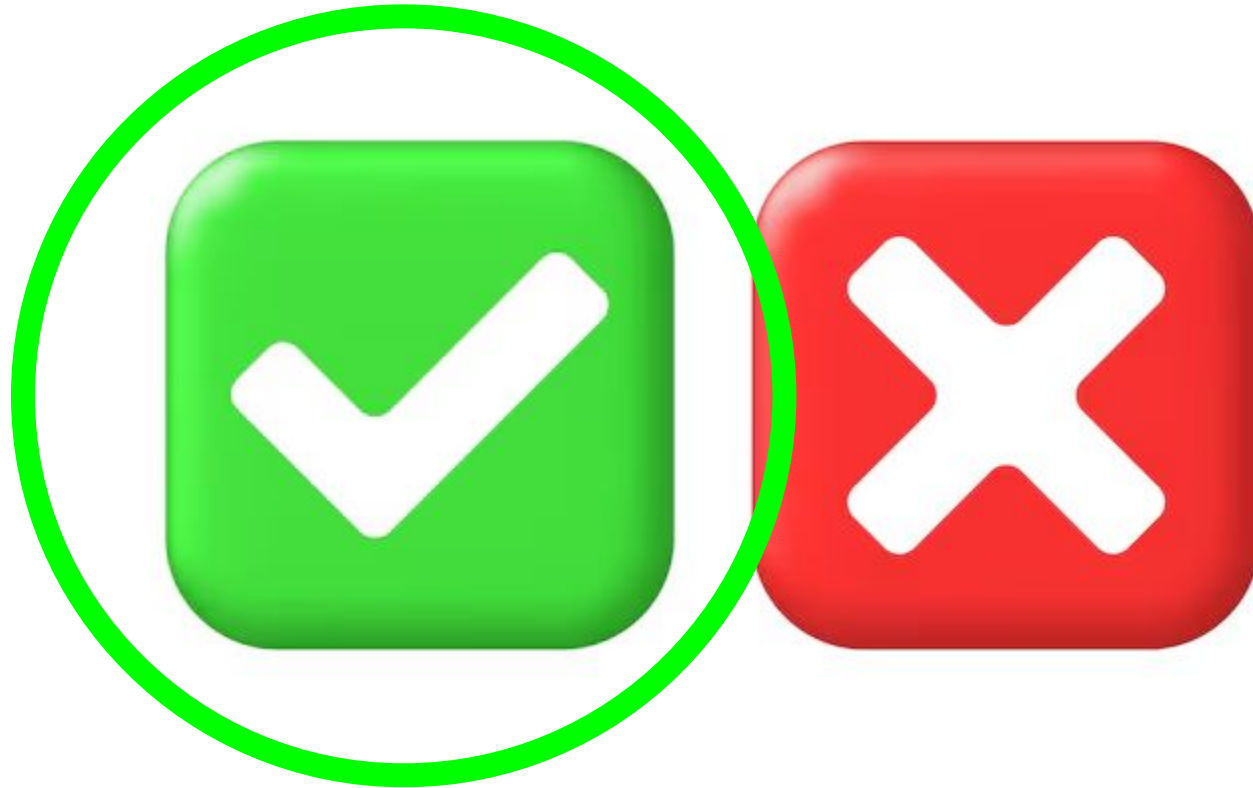


The goal is too vague. The timeline must explicitly map to after high school graduation. The student could be an adult in high school.



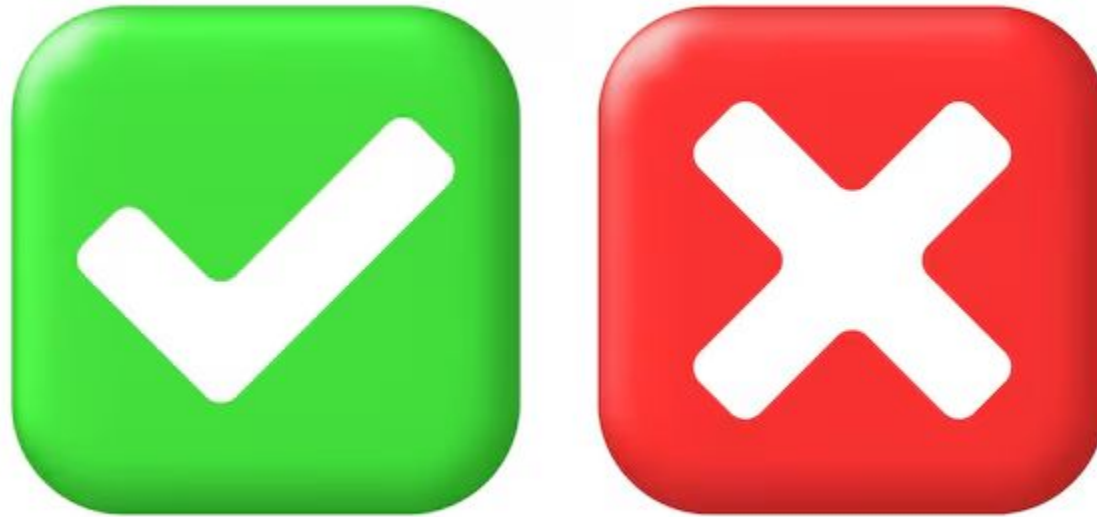
Career/Employment

After graduating high school, Sarah will get a job as a retail clerk.



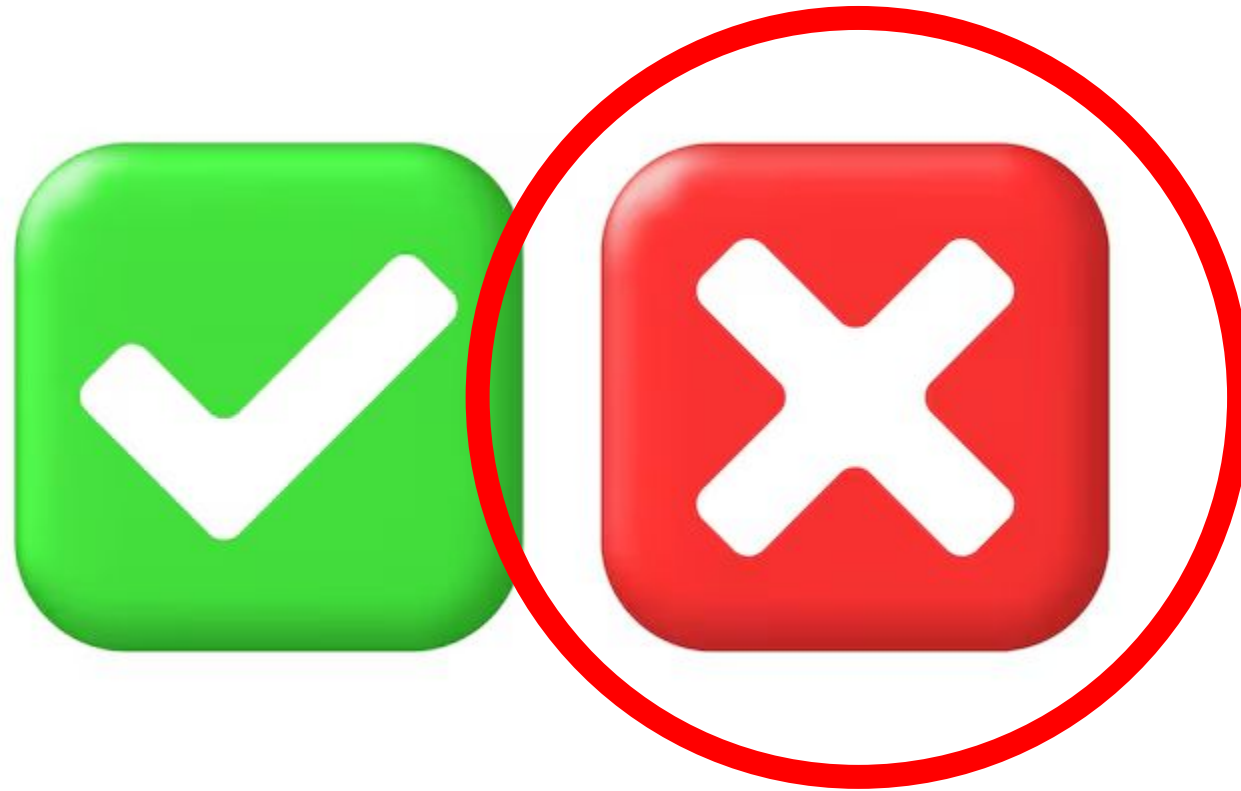
Independent Living (if applicable)

Upon leaving high school, Alex will improve his independent living skills.



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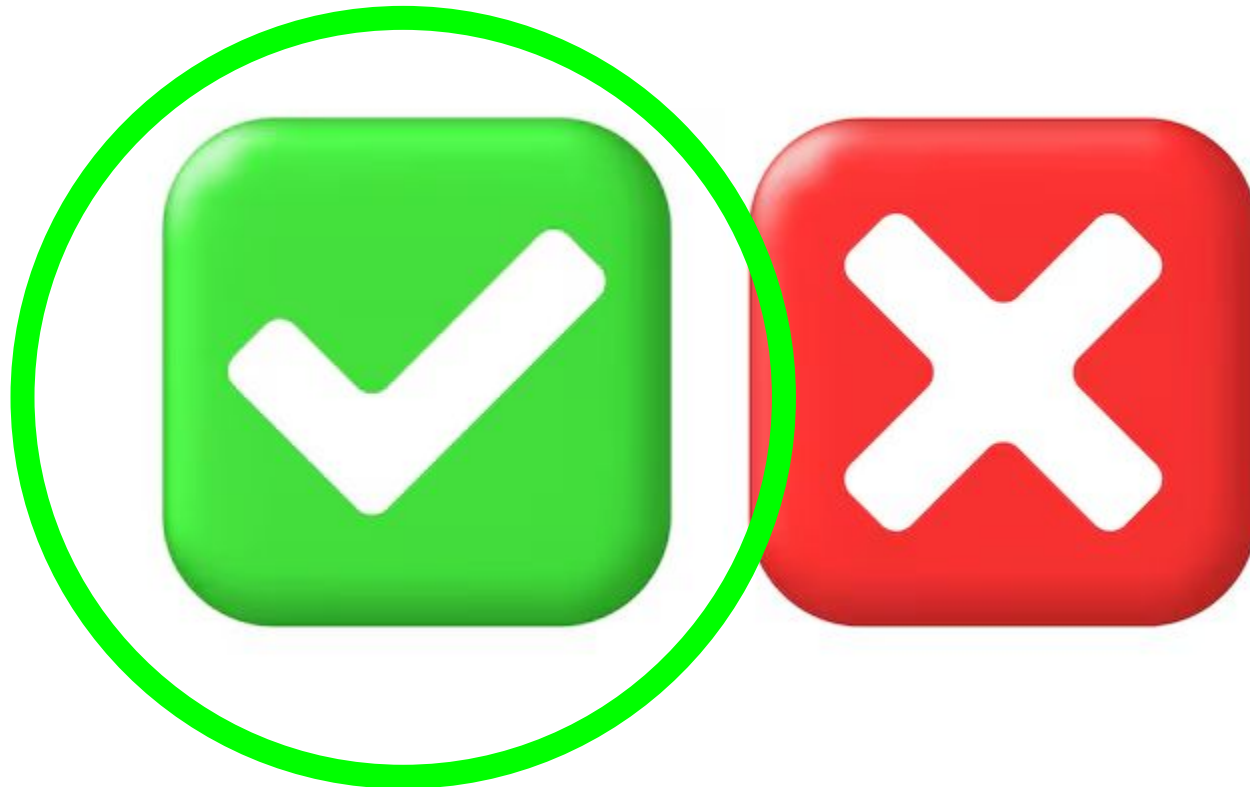


This goal is broad and subjective. There is no clear way for an IEP team to measure whether the student actually accomplished the goal after high school.



Independent Living (if applicable)

Upon graduation from high school, Alex will independently navigate the community using the public bus system.



Checklist Item 2: Annual Update of Goals

2. Are the postsecondary goals updated annually? Y N

- 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



Checklist Item 3: Age-Appropriate Transition Assessment

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

- 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



Checklist Item 4: Transition Services

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? Y N

- 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 skills, and provision of a functional vocational evaluation* listed in association with meeting the post-secondary goal(s)?

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



Checklist Item 5: Course of Study

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

- 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



Checklist Item 6: Annual IEP Goals Supporting Transition

6. Is (are) there annual IEP goal(s) related to the student's transition services needs? Y N

- 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



Who Must Be Invited:

In addition to the other required IEP team members, IDEA also states:

- “The public agency **MUST** invite a child with a disability to attend the child’s IEP meeting if purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.”
- With the consent of the parent or child who is of age, “the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.”

[34 C.F.R. §300.321 (b)] [20 USC Section 1414 (d)(1)(B)]

[34 C.F.R. §300.321 (b)(1) and (3)] [20 USC Section 1414 (d)(1)]



Who Must Be Invited:

In addition to the other required IEP team members, IDEA also states:



Student Invitation

"The public agency **MUST** invite a child with a disability to attend the child's IEP meeting **if** purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals."



Outside Agency Invitation

- With the **consent of the parent or child** who is of age, "the public agency must invite a **representative of any participating agency** that is likely to be responsible for providing or paying for transition services."

[34 C.F.R. §300.321 (b)] [20 USC Section 1414 (d)(1)(B)]

[34 C.F.R. §300.321 (b)(1) and (3)] [20 USC Section 1414 (d)(1)]



Notice of Meeting

G-1 Notice of Team Meeting

School District/Public Agency	Notice of Team Meeting 34 C.F.R. §§300.321 and 300.322

Name of Student	WISER ID	DOB	Grade	Date

The school district or public agency would like to meet with you to discuss the educational needs of your child. With your input, the meeting has been scheduled for:

Time	Date	Location

The purpose of the meeting: (check all that apply)

☐ Initial Referral ☐ Review Evaluation Results ☐ Determination of Eligibility ☐ Develop Initial IEP ☐ Review/Revise IEP ☐ Develop Annual IEP ☐ Determine Placement	☐ Manifestation Determination ☐ Determine Setting or Services During Disciplinary Change of Placement ☐ Transfer of Rights at Age of Majority ☐ Develop Post Secondary Transition Services ☐ Other: _____
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The following team members are invited to attend:

It is permissible for team members to serve more than one role. The * indicates mandatory IEP team membership.



Checklist Item 7: Student Invitation to IEP Meeting

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? Y N

- 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?

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



Checklist Item 8: Outside Agency Invitation

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?

Y N NA

- 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: vocational rehabilitation, postsecondary education admissions or disability services, continuing and adult education, adult disability services, behavioral or mental health agency or organization, Medicaid, community rehabilitation provider, independent living or community participation agency or organization for this postsecondary goal?
- Was consent obtained from the parent (or student, for a student 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 parent or individual student consent (when appropriate) was not provided, **circle NA**



I-1 Consent to Invite

- Needs to be completed annually
- Signed copy should be included with the student file
- Must be completed prior to outside agency invitation

School District/Public Agency	Consent to Invite Transition Agencies to IEP Meetings 34 C.F.R. §300.321(b)

Name of Student	Date

To the extent appropriate, the school must invite representatives of any participating agency that is likely to be responsible for providing or paying for transition services to IEP meetings. In order to invite outside agencies, your consent is necessary. This form enables the parent or adult student to offer consent to permit representatives of any participating agency that is likely to be responsible for providing or paying for transition services to be invited to future IEP meetings.

The specific agencies we would like to invite to attend IEP meetings are:

- ☐ Department of Workforce Services, Division of Vocational Rehabilitation
- ☐ Department of Health, Developmental Disabilities Division
- ☐ College _____
- ☐ Other _____
- ☐ Other _____

- ☐ I give my consent for representatives of the agencies above to be invited to future IEP team meetings.
- ☐ I DO NOT give my consent for representatives of the agencies above to be invited to future IEP team meetings.

Sign, date and return as soon as possible.

Signature_____ Date_____

This consent will remain in effect for one year from the date signed. You will be asked for consent each year as part of the annual IEP process. Your consent is voluntary and may be revoked at any time.

For School District or Public Agency Use

Date received:	Signature of School District or Public Agency Official



Putting It Together: From Checklist to Plan

1. **Student Input**

- Start with age appropriate transition assessment and ensure student participates in the development of their plan

2. **Mapping services to goals**

- Use NTACT:C Indicator 13 checklist to align services, course of study, assessments and draft the postsecondary plan

3. **Agency invitation & student involvement protocols**

- Develop procedures to obtain consent and maintain required documentation and ensure that the student is invited to their meeting

4. **Review plan annually**

- Revise and update the plan annually as part of the annual review



Evaluation

<https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1962>



Resources

- **Wyoming Instructional Network**

www.wyominginstructionalnetwork.com

- **Canvas**

<https://wde.instructure.com/login/canvas>

- **NTACT:**

<https://transitionta.org/i13-checklists/>

NTACT From Assessment to Practice: A Model for Teachers

https://transitionta.org/wp-content/uploads/docs/final_assessment-to-practice_2021.11.09_checked.pdf

NTACT Training Modules <https://transitioncoalition.org/online-modules/>



Questions?

