

Writing Quality Secondary Transition IEPs that Include Required Elements of Indicator 13

Guidance, Tips and Examples



COLORADO
Department of Education

Exceptional Student Services Unit



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What is Indicator 13?

The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the U.S. Department of Education, through the Office of Special Education Programs (OSEP), required states to develop State Performance Plans (SPPs). Seventeen indicators, on which data is submitted annually in an Annual Performance Report (APR) are included in the SPP. Data for Indicator 13, a compliance indicator for transition plan requirements documented in Individual Education Programs (IEPs), is collected from Administrative Units (AUs) and reported to OSEP by the Colorado Department of Education (CDE).

Indicator 13 as defined by OSEP and used for Colorado's SPP/APR

Percent of youth with IEPs aged 16 and above (aged 15 and above for Colorado reporting*) 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 student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)). See [Appendix A](#) to view the transition IEP checklist adopted from NSTTAC (Indicator 13 Checklist Form A).

* **Exceptional Children's Educational Act (ECEA) 4.03:** Exception to 34 CFR § 300.320, the IEP content requirement for transition services begins with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team, and updated annually, thereafter.

Who is the intended audience for this document?

This document is designed for educators who write and review IEPs for Colorado students ages 15 – 21.

See [Appendix B](#) for IDEA and ECEA citations related to Secondary Transition IEPs

Document Organization

This document is organized to align with the order of the Secondary Transition IEP. Click on the Element links in the table below to go directly to the IEP sections:

IEP Sections	Indicator 13 Elements
IEP Meeting Participants: Evidence the student was invited to the IEP meeting	Element 7 34 C.F.R. § 300.321
IEP Meeting Notice and Participants: If appropriate, evidence a representative of any participating agency was invited to the IEP meeting and prior consent was obtained by the parent (or student who has reached the age of maturity).	Element 8 C.F.R. § 300.322
Present Levels of Performance (Transition): Student Strengths, Preferences, Interests: Evidence that postsecondary goals have been updated annually.	Element 2 34 C.F.R. § 300.320(b)
Present Levels of Performance (Transition): Transition Assessments: The age-appropriate transition assessment process is described and evidence that the measurable postsecondary goals were based on age-appropriate transition assessments.	Element 3 34 C.F.R. § 300.320(b)(1)
Post-school Considerations: Post Secondary Educational/Training, Career/Employment, and Independent Living Skills: Evidence of appropriate measurable postsecondary goals that cover education/training, employment, and as needed, independent living skills.	Element 1 34 C.F.R. § 300.320(b)(1)
Post-school Considerations: Planned Courses of Study: Evidence that transition services include Courses of Study that reasonably enable the student to meet their postsecondary goals.	Element 5 34 C.F.R. § 300.320
Transition Services and Activities: Evidence transition services in the IEP reasonably enable the student to meet the identified post-secondary goals for Education/Training, Career/Employment, Independent Living Skills (as appropriate), & Related Services.	Element 4 34 C.F.R. § 300.43
Annual Goals: Evidence that annual goal(s) are related to the student’s postsecondary goals/transition service needs.	Element 6 34 C.F.R. § 300.320

IEP Meeting Participants (Element 7)

**Student was invited to the IEP meeting where transition services are to be discussed. 34
C.F.R § 300.321**

Is there evidence that the student was invited to the IEP meeting?

Guidance and Writing Tips

- Provide a copy of the student's invitation to the meeting
- Notice of Meeting is addressed specifically to the student, or it may be co-addressed to parents; or a copy of a separate invitation is sent to the student; or documentation of a verbal invitation.
- The inclusion of the student's name on the list of who will be invited on the parental Notice of Meeting does not constitute an invitation to the student.
- A student's signature of attendance on the participants' page of the IEP will not meet this compliance requirement.

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IEP Meeting Notice and Participants (Element 8)

**Prior consent of the parent to invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
34 C.F.R. § 300.322**

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting and prior consent obtained by the parent (or student who has reached the age of maturity)?

Guidance and Writing Tips

- There must be evidence of written parental consent dated prior to the agency's invitation date to the IEP meeting.
- You must have written consent from the parents before you invite an agency representative to attend any IEP meeting.
- Written consent must be obtained each time you invite an outside agency.
- If an agency [e.g., Department of Youth Corrections (DYC), Department of Human Services (DHS), Guardian Ad Litem (GAL)] has a custodial role with the student, parental consent to invite this agency representative is not required.
- SWAP providers are district/BOCES employees; therefore, parental consent is not required for them to be invited to an IEP meeting. However, written parental consent is required to invite the DVR counselor.
- If outside an agency representative attends a meeting at the invitation of the parents, record their attendance somewhere on the IEP. For example, it could be included in meeting notes or noted on the IEP Participants section (e.g., attended per parent invitation).

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**Present Levels of Performance (Transition)
Student Strengths, Preferences, Interests
(Element 2)**

Post-Secondary goals are updated annually. 34 C.F.R. § 300.320(b)

Is there evidence that the postsecondary goals have been updated annually?

Guidance and Writing Tips

- The IEP includes postsecondary goals and has been reviewed within 12 months of the previous IEP.
- If this is the first IEP developed after the student turned 15, this element is not applicable.
- It is best practice that the Present Level of Academic Achievement and Functional Performance (PLAAFP) includes information related to the student's identified postsecondary goal(s), such as:
 - A summary statement in PLAAFP describes students' academic and functional skills and gaps related to the post-secondary goals and any considerations for developing courses of study, transition services, and annual goals.
 - A statement that the postsecondary goals were considered, reviewed, and updated based on transition assessment results.

[Go to Postsecondary Goal Examples](#)

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Element 2

Postsecondary goals updated annually 34 C.F.R. § 300.320(b)

Example Summary Statements of Updated Post-Secondary Goals to include in the present levels section:

- Diego's chosen career as a construction operations manager is realistic and attainable based on updated academic and career assessments and review of previous data. He has achieved his annual goals this past year and is on track to meet his graduation requirements. As a senior, Diego will need to continue to build his reading and writing skills and learn to use assistive technology to support written expression. These skills will enable him to experience success in college classes and later as a construction operations manager.
- David, a junior, shows a four-year gap in math skills based on recent PSAT results, district assessments, and curriculum-based measures. Despite this, he aims to study engineering at the School of Mines for his post-secondary education. Transition services and annual goals will focus on addressing this gap in math skills. Exploring related careers in engineering and the option of attending a 2-year college to enhance math proficiency will provide David with alternative paths if the math gap persists. Consequently, his post-secondary goals will be revised to focus on attending college for engineering studies and pursuing a career in the engineering field.
- After reviewing academic data, career assessments, and student interviews, Aisha, a sophomore, has transitioned her career goal from a professional golfer to a veterinary technician. She will attend either a vocational training program or a 2-year college/university to earn a certificate as a veterinary technician. Currently, she is engaged in pet-sitting and is interested in volunteering at an animal shelter. Aisha played on the high school golf team during her freshman year and enjoys playing recreationally. Aisha will require ongoing support to improve her math skills, particularly to complete Algebra 1, which is required for graduation and essential for success in a vet-tech program and the veterinary field. Based on available data her goals are deemed realistic and achievable.
- Recent assessment data shows an increase in Paul's health and behavioral needs, impacting his academic and functional performance in school and community settings. Paul, a sophomore, expressed an interest in working as a custodian assistant last year, and continues to possess the necessary academic and physical skills for this role. Paul's skill gaps in problem-solving and emotional regulation have widened, and monitoring of his postsecondary goal of working as a custodian assistant needs to be revisited based on ongoing needs. Paul and his case manager will continue to assess the feasibility of this choice. An ongoing evaluation will be conducted to understand his

health and behavioral needs in relation to future work environments that best meet his ongoing interests and needs.

- In review of Danielle's most recent medical care plan and updated transition assessments, data indicates that Danielle, a senior, needs to improve her fluency and accuracy with her AAC device to participate in daily routines and activities. Danielle will work at home to participate in daily routines as independently as possible. A review of medical and health reports, academic data and pictorial interest inventories indicates that Danielle enjoys helping her family in the kitchen and participating in daily routines and social outings in the community. The family is working with their local case management agency to assist with supporting Danielle once she exits public education. Danielle will receive training in using her AAC device to advocate for her needs and preferences.

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**Present Levels of Performance (Transition)
Transition Assessments
(Element 3)**

Age-appropriate transition assessments 34 C.F.R. § 300.320(b)(1)

Is there evidence of a described age-appropriate transition assessment process and that the measurable postsecondary goals were based on age-appropriate transition assessments?

Guidance and Writing Tips

- The IEP contains evidence of collective assessments to provide information on which to base each measurable postsecondary goal.
- Each year, the IEP should be based on a newly administered or reviewed age-appropriate transition assessment. 34 C.F.R. § 300.324 (b)
- Age-appropriate means chronological age.
- Transition assessment is formal and informal information to demonstrate academic achievement, aptitude, behavior, functional, career/employment, independent living, self-determination, and interest data based on the student's unique circumstances. Assessments include a review of existing assessments, including state, district, school assessments and classroom data, and assessments completed by related service providers. See [Appendix C](#) for examples of different transition assessments that support each postsecondary goal area.
- Transition assessment is gathered through a variety of methods, including computer or web-based assessments; paper and pencil tests; structured student and family interviews; observational school input, community or work-based assessments (situational or environmental); and curriculum-based measures. Best practice indicates that at least one data source should be a formal assessment.
- It is best practice to include the name of the assessment, the date given or reviewed, the name and title of the person administering or reviewing the assessment, and a summary of the results written so that families understand the results.
- The student's strengths, interests, and preferences must be considered. This information may be obtained through an interview, situational assessment, and/or observation. It is not sufficient to interview only the parent(s)/family.
- Viewing all assessments through a transition lens provides a rich narrative of the student's skills and abilities by considering these questions: See [Appendix D](#) to view an example of a transition assessment summary.

- o Does the skills assessment match the skills needed to reach the intended postsecondary goals?
- o Is there a gap between current skills and skills needed to meet postsecondary goals?
- o How can you and other teachers/adults assist the student in building the skills/knowledge required to close the gap and move toward the postsecondary goals?

[Go to Age-Appropriate Transition Assessment Examples](#)

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Element 3

Age-appropriate transition assessments 34 C.F.R. § 300.320(b)(1)

Age-Appropriate Transition Assessment Examples

Assessments and Results for Chris:

- 9/02/24, Independent Living Skills Postsecondary Goal Worksheet, O’Net, informal interview, and review of 09/06/23 BASC administered by Bill Smith, case manager.
- Chris identified he would like to work as a chef. He has helped with jobs involving cooking with his uncle, has his driving permit, has taken a foods class, and regularly does chores at home. He prefers on-the-job training over a culinary arts program. He struggles to work collaboratively with peers. Chris, under the direction of the case manager, researched various careers in food services on O’NET to determine the skills needed to enter that field after high school. He determined food prep would be a good starting point and learned that establishing and maintaining strong interpersonal relationships is an important requirement for this job.

Assessments and Results for Erin:

- Transition Planning Inventory (TPI) and Life Skills/Career/Transitional Planning Check Sheet administered by transition teacher, John White, 1/16/2020.
- Assessments indicate that Erin, a junior, has adequate and age-appropriate independent living, career awareness, and community skills. She is interested in a job where she can work with her hands and with tools. She likes working by herself and building things. Cars are her primary interest. She plans to attend a community college for auto tech.

Assessments and Results for Michael:

- Kim Johnson, the life skills teacher, administered the Casey Life Skills Inventory on 2/9/2020 to assess Michael’s independent living skills and completed three situational assessments in January 2020, one each in the classroom, cafeteria, and community during transit training.
- These assessments indicate that he can follow multiple step directions, demonstrate safety awareness, and maintain eye contact during interactions with others. He has needs in following directions without prompts, recognizing boundaries, and independently asking for assistance. His life skills teacher has also observed that he typically chooses to work with peers rather than alone.

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Post-school Considerations
Post Secondary Educational/Training; Career/Employment; Independent Living Goals
(Element 1)

Appropriate measurable postsecondary goals related to training/education, career/employment, and, where appropriate, independent living skills. 34 C.F.R. § 300.320(b)(1)

Is there evidence of appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living skills?

Guidance and Writing Tips

- Postsecondary goals are what the student will do **after** exiting the public school system.
- 18-21 transition programs are still part of the public-school system, therefore postsecondary goals must address what the student will do **after** exiting the 18-21 program.
- Postsecondary goals are required in training/education and career/employment, regardless of the severity of the student’s disability.
- If the IEP team determines that a postsecondary goal is not needed for independent living skills, it is best practice to indicate, “Based on assessment data, no goal is needed.”
- The postsecondary goals should succinctly state what the student will do and be based on findings from transition assessment conducted with the student.
- Use an active rather than passive voice that is outcome oriented, e.g., “The student will complete on-the-job training,” rather than, “Will receive on the job training.”

[Go to Appropriate Measurable Postsecondary Goal Examples](#)

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Element 1

Appropriate measurable postsecondary goals related to training/education, career/employment, and, where appropriate, independent living skills

34 C.F.R. § 300.320(b)(1)

Appropriate Measurable Postsecondary Goal Examples

Postsecondary Goals: Education/Training (required)

- After graduation, Henry will complete the Vet Tech program to earn a certificate from the Institute of Animal Technology.
- After high school, Jackie will complete on-the-job training at Denver International Airport to become an aircraft cargo handler.
- After completing high school, Kareem will complete training involving hands-on predictable work tasks.
- Following exit from the district's 18-21 transition services, Maria will complete vocational training at the Denver Culinary Institute to become a chef's assistant.
- Following high school, Troy will attend a four-year college to complete his degree in Business Management.
- Damian will complete a community-based vocational program to improve his job related and social skills to participate in work-based learning opportunities at a grocery store after he exits public education.
- After completing school district services, Cooper will complete on-the-job training in a job in his community with support from the Division of Vocational Rehabilitation (DVR) that utilizes his strengths and matches his interests in a hands-on job that requires attention to detail and repetitive work, such as a materials handler.
- Following exit from 18-21 years transition services, Maxine will train/exercise in her home and in the community, with the support from a physical therapist and/or caregiver, to build physical strength and stamina to increase her independence and better assist with in-home and vehicle transfers.

Postsecondary Goals: Career/Employment (required)

- After graduation, Carl will work at a restaurant or other food service business.
- Following graduation, Ashley will volunteer in the community at a foodbank with support of the local Case Management Agency.
- After completing high school, Kareem will work in a day program setting with employment activities to complete repetitive hands-on tasks.

- While attending a two-year college, Assma will work part-time at a pet store. After graduating from a two-year college with my certification in Veterinary Technology. Assma will work full-time as a Vet Tech.
- Following high school, Paul will work at the local hospital as a Patient Greeter with a job coach.
- After completing school district services, Cooper will work part-time at a job in his community as a materials handler.
- Following exit from 18–21-year-old transition services, Maxine will work in her home to prepare meals by using her direct access switch to operate the blender with a timed setting.

Postsecondary Goals: Independent Living Skills (when appropriate)

- After high school, Nicole will advocate negotiating fair opportunities and accommodations for academic services and assistance in post-secondary and employment environments.
- Following exiting public education, David will independently use money management and budgeting skills to make needs-based purchases within his given budget online or in the community.
- After graduation, Bill will live at home and independently participate to the maximum extent possible in his daily routines (e.g., feeding, dressing, bathing, etc.).
- After completion of 18-21-year-old services, Jackie will prepare for each day by dressing and feeding herself with assistance.
- After graduation, Barry will live independently in his own home/apartment, schedule appointments, pay his own bills, and access services in his community by using the city bus.
- Following reaching maximum age for services in the district school system, Devon will live semi-independently with a roommate in an assisted living environment and utilize public transportation to access his community.
- After completing school district services, Cooper will live with family members and complete daily living skills as independently as possible, such as making choices about his leisure time activities, doing household chores, and preparing small meals or snacks.
- Following exit from 18-21-year-old transition services, Maxine will live at home with her parents and receive support from her in-home personal care attendant. She will choose what she wants to wear and then lift her arm to assist her home caregiver with dressing.

- N/A- Based on assessment data, June has the skills to live independently, and a goal is needed at this time.

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Post-school Considerations, Planned Course of Study: (Element 5)

The IEP must include courses of study needed to help the child reach their goals. 34 C.F.R. § 300.320

Is there evidence of a course of study that will reasonably enable the student to meet the identified postsecondary goals?

Guidance and Writing Tips

- The IEP includes documentation of courses of study that will assist the student in reaching the postsecondary goals.
- The course of study describes the classes needed by the student to gain the skills needed to close the gaps to reach the identified postsecondary goals. The description may be an individualized list of courses and/or a narrative focusing on specific skills/knowledge to be learned in a class.
- A course of study that exemplifies best practice would include a multi-year description of coursework from the student's current grade to the anticipated exit year.
- A good course of study can stand up to the "stranger test." Guiding questions:
- Is this clear and transferable to another school?
- Can another school build a class schedule based on this information?
- It is common practice to address where the student is in terms of meeting graduation requirements in the PLAAFP as long as the courses of study assist the student in reaching the postsecondary goals.
- Simply stating "Will complete graduation requirements." will not meet compliance.

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Element 5
Courses of Study 34 C.F.R. § 300.320

Course of Study Examples

- During his Junior and Senior years, Diego will take courses required to meet graduation requirements in addition to a 4th year of math and a second year of Spanish to prepare for entrance into a 4-year degree program for construction management. In addition to the math and foreign language courses he will need for college entrance, Diego will take computer fundamentals classes to learn about basic technology and industrial art classes for skills needed in construction. He will take Language Arts classes and a literacy support class both years to develop reading and written communication skills for construction management and college readiness. Diego will take an additional PE class to prepare for the physical demands of the construction.
- In addition to the general education courses needed for graduation, David, a junior, who wants to attend a community college to study as a mechanical drafter, will prioritize math and science coursework. He will continue with Every-Day Algebra, designed to re-teach and expand on grade-level content and standards taught in Algebra 1. He will also take a math lab to support intervention in his specific math skill gap areas. As a senior, David will take geometry and a supported geometry extensions course to work towards closing his math gaps, prepare for college entrance requirements, and the demands of a career in mechanical drafting. During his senior year, David will also take physics, technical writing, and technology electives such as Introduction to Engineering, Computer Aided Drafting, and computer graphic design along with any additional courses required for entrance to a community college.
- For Alisha to be prepared to meet the entrance requirements for a vocational training program, as well as to prepare for employment as a vet-tech, she will take the following courses in her Freshman through Senior years:
 - Language arts, PE, algebra, geometry, biology, chemistry, anatomy, zoology, and health
 - Math Lab to support core math instruction and to close gaps in math problem-solving skills
 - Transition I and II for self-determination skill development to learn to advocate for her academic needs, better understand her own learning strengths, and gain pre-employment skills
 - ACE (Alternative Cooperative Education) program her Junior and Senior year where she will have an opportunity to gain credit and experience within the veterinary field by either volunteering or completing an unpaid work

experience internship

- Paul will continue to take the classes required for graduation. As an underclassman (grades 9-10), Paul will take Life Decisions 1 and 2, to acquire, practice and generalize emotional regulation and coping skills. Paul will also take Work-Based Learning 1 to build skills in school-based work experiences. Paul will also participate in electives (such as partners in PE and Robotics) to engage in hands-on collaborative courses with mentors to work on age-appropriate problem-solving and communication skills. As an upperclassman (grades 11-12), Paul will take the Career Development class to gain pre-employment skills targeting seeking and keeping employment. He will also take an internship course to gain credit and experience in custodial and maintenance work. Paul will also continue with Life Decisions courses to target social-emotional skills and emotional regulation strategies.
- To complete her 12th grade year in high school, Danielle will receive instruction in a modified curriculum which will include life skills classes that focus on daily living, self-care, basic communication, and basic community engagement. Danielle will take elective classes with adult support that allow for opportunities to practice social communication, choice-making, and advocacy such as unified theater, and student council. To practice daily living skills, Danielle will also take culinary nutrition and Explore Community, which is a class designed to teach and support community services and access. After high school requirements have been fulfilled and within 18-21 services, Danielle will participate in the Advocacy and Community pathways program, where she will have consistent and repeated opportunities to use her AAC device and engage in daily living routines and community experiences.

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Transition Services and Activities (Element 4)

Transition Services 34 C.F.R. § 300.43

Is there evidence in the IEP of transition services and activities that will reasonably enable the student to meet their postsecondary goals for Education/Training, Career/Employment, Independent Living Skills (as appropriate)? and Related Services

Guidance and Writing Tips

- Transition services are a coordinated set of activities focused on improving academic and functional achievement to facilitate the movement from school to post-school activities.
- Transition services are based on individual student needs, considering strengths, preferences, and interests, and include instruction, related services, community experiences, the 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.
- Transition services should include the activities/strategies/steps/actions that the “community of adults,” including special and general education teachers, related service providers, counselors, other school personnel, outside agencies, family members, community members, etc., will provide to help the student achieve the identified postsecondary goals.
- Transition services should be stated as:
 - “The_____ (e.g., special education teacher, case manager, OT, reading teacher, counselor, parents, etc.) will provide...” and not stated as what the student needs or what the student will do. Identify service providers by title, not name.
 - Avoid the generic “staff” or “team” will provide....
- Transition services should be specific and individualized. What are the unique needs for the student that must be addressed to help reach the identified postsecondary goals? They should not include what every student is also receiving (e.g., access to the counseling center and accommodations).
- If writing services as support, the support should be clearly defined (e.g., support in life skills to include direct instruction in cooking and making purchases).
- One way to help determine appropriate transition services is to read the annual goals

to identify:

- Who will provide what specific service(s) to help the student master the annual goal(s) within one year? (Keep in mind that not all the activities described under *Transition Services* will have a corresponding annual goal/objective.)
- There should be an alignment between postsecondary and annual goals, transition services, and courses of study.
- Transition services may include the facilitation of linkages and/or referrals to adult agencies; however, you may not commit an agency to providing services without the involvement and approval of that agency.
- Following up on and documenting the outcome of transition services can become part of the transition assessments for the following year.

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Element 4

Transition Services 34 C.F.R. § 300.43

Transition Services Examples

Transition Services: Education/Training

- The Case Manager will assist Brian in researching the eligibility requirements and services provided by the college disability access center.
- Brian's parents will take him to tour the college, including the disability access center.
- The Special Education Teacher will provide instruction and modeling in how to advocate for his learning needs during class to prepare for college courses.
- The General Education teacher will provide direct instruction in reading comprehension and written expression to Marty.
- The Case Manager will provide Marty with training and support in organization to include daily planner checks and creation of a filing system to track work assignments and completion.

Transition Service: Career/Employment

- The Special Education Teacher will provide Chris with job exploration activities (occupational websites, job searches, career videos, job shadow experiences, career informational interview) to explore training and employment options as a veterinary technician.
- In consultation with the Special Education Teacher, the Job Coach will help Cooper develop and maintain social skills and interpersonal behaviors required for a part-time job in his community. The special education teacher will help him read and follow a daily visual schedule and provide instruction and practice for Cooper to advocate for his needs on the job and in the community.
- The Occupational Therapist (OT) will provide environmental accessibility to promote independence with fine motor tasks related to completing job requirements. The Physical Therapist (PT) will provide environmental accessibility to support independence with gross motor access to equipment and to increase mobility within the classroom and work setting.
- The Occupational Therapist (OT) and Physical Therapist (PT) will consult with staff to assist with adapting his physical environment to further support his independence and success with functional living skills and participation in physical activity.
- The Case Manager will facilitate a referral to the Division of Vocational Rehabilitation (DVR) to determine necessary and appropriate vocational services as well as service

provider options.

- Chris is currently a youth participant and receives preemployment services through DVR/School to Work Alliance Program (SWAP). The case manager will coordinate with the SWAP provider to work with Chris to schedule job shadowing opportunities in animal care facilities, as well as assist with applications and resumes, and practice interviewing skills.
- The Speech Language Pathologist (SLP) or Speech Language Therapy Assistant (SLPA) will provide therapy focused communication skills to promote success in post-secondary programs by conducting assessments to determine specific communication needs in educational or vocational settings. The SLP will provide targeted speech and language therapy focusing on skills needed for higher education or job training programs (e.g., following complex instructions, participating in discussions).

Transition Services: Independent Living Skills

- The special education teacher and general education teacher provide direct instruction through collaboration to provide Sally with engaging learning opportunities to develop self-advocacy strategies to foster independence.
- The Consumer Math Teacher will provide direct instruction in real-world application of practical math skills, including creating a budget, understanding taxes, balancing a checking account, and determining interest charges on credit cards to prepare for independent living in the community.
- The Special Education Teacher will provide instruction in budgeting and health and safety skills in the home and community.
- The family will work with the special education teacher to create a system in the home where Cecile practices budgeting for outings, cooking meals, using safety precautions, and being aware of strangers.
- Marky's Special Education Teacher, Paraprofessional, Speech Language Therapist (SLP), and Occupational Therapist (OT) will provide specific instruction and learning opportunities across different environments so Marky can learn and master use of his adaptive switches for things such as operating a blender so that he can prepare meals.

Transition Services: Related Services

- The physical therapist and the adaptive physical education teacher will work with David on comfortably accessing his environment that may include getting in and out of the vehicle that transports him to and from job sites and lifelong community activities.
- The occupational therapist will consult with the special education teacher and team to provide modeling and direct instruction in self-help activities, including teeth and hair

brushing and self-feeding, to help facilitate semi-independent living.

- The school psychologist and social worker, as part of the weekly anger management group, will provide Laurie with opportunities to gain learning experiences and practice conflict resolution, coping strategies for managing frustration and stress, and impulsivity control, to support the student to be successful in the college classroom and the workplace.
- The speech-language pathologist (SLP) will work with Cooper on using his AAC device ("talker") to communicate along with vocalizations and sign language to make choices about what activities he would like to participate in and request other free time activities during his day.

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Annual Goals (Element 6)

Annual IEP Goals 34 C.F.R. § 300.320

Is there evidence that the annual goal(s) are related to each of the postsecondary goals and transition service's needs?

Guidance and Writing Tips

- Postsecondary annual goals must be related to the student's transition services.
- Postsecondary annual goals state what the student will do or learn **within the next year** that will close an identified skill deficit related to transition services.
- All annual goals must be measurable (300.320(a)(2)(i)).
- Consider the relevancy of the postsecondary annual goal to the student's transition plan (e.g., "In order to access automotive theory and skills manuals written at the 8.0 GL, Student will answer literal and inferential comprehension questions from nonfiction or technical text with 80% accuracy").
- Postsecondary annual goals should focus on skill/strategy development, not activity completion.
- Developing postsecondary annual goals requires a thorough understanding of the skills, knowledge, and admission/job requirements for the specific postsecondary goals. The use of online resources (e.g., O'NET) will assist with identifying the necessary knowledge base.
- Annual goals should be written at the student's skill level and linked to an academic standard. A standard is not, by itself, an annual goal. [Refer to Colorado Academic Standards: All Students, All Standards.](#)
- It is best practice for related service providers to identify skill sets in their annual IEP goals that relate to the student's postsecondary goals.
- All postsecondary annual goals/objectives should be written in SMART format:
 - Strategic and Specific
 - Measurable (may be measurable by objectives)
 - Achievable (use Action words--you should be able to literally see what is happening)
 - Results Driven (Realistic and Relevant)
 - Time Bound

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Element 6
Annual IEP Goals 34 C.F.R. § 300.320

Annual Goal Examples

Postsecondary Annual Goal: Education/Training

- To access college-level academics, by his next annual review, when provided a writing prompt Diego will produce a written product that demonstrates conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling with 80% accuracy as measured by formative and summative assessments on a quarterly basis.
- In preparation for the academic demands of auto mechanics training in a community college, by (specific date) Paul will improve his reading comprehension by answering literal and inferential questions after reading a nonfiction passage at the 8th grade level with 85% accuracy as measured by formative and summative results on a semesterly basis.
- In order to communicate effectively with supervisors on the job, during trial situations, by the end of the IEP term Frankie will demonstrate self-advocacy skills by discussing his disability, learning characteristics, and needed accommodations with his general education teachers, without prompting 100% of the time, measured by task analysis teacher reports on a quarterly basis.

Postsecondary Annual Goal: Career/Employment

- To maintain successful employment after high school, by (specific date), during designated organization time Gina will improve her time management skills by demonstrating the following objectives with 90% accuracy, as measured by quarterly progress monitoring.
 - Objectives:
 - Independently utilize a planner to track and complete classwork and projects 90% of the time.
 - Break down multi-step tasks into specific activities and due dates with 90% accuracy.
 - Set reminder tasks on her phone to accurately check off completed tasks in her planner 90% of the time.
- By the end of the academic year, during daily living skills activities, Susan will accurately follow and complete two-step picture directions with at least 90% accuracy, utilizing a minimum of two visual or verbal cues in 4 out of 5 opportunities as measured by teacher observations and data collection to participate in a community-based

supported employment program where she can work with animals.

- To enhance his independence in preparation for employment and community activities, Cooper will access his environment by independently entering and exiting the vehicle used for transportation to job sites and community activities with 100% success, as measured by Physical Therapist reports on a semesterly basis.

Postsecondary Goal: Independent Living Skills

- To successfully live in a dorm at a 4 year university, by the end of the IEP term, during targeted transition situations, Don will improve his emotional regulation, coping, and problem-solving skills as described in his behavior plan (list to describe) as measured by following classroom and school rules 100% of the time in 9 out of 10 opportunities, as measured by progress monitoring data on a quarterly basis.
- To support his autonomy when accessing community settings as an adult, by the end of the annual review term, during real-life scenarios in the community, Juan will independently verbally communicate his first and last name and phone number with 100% accuracy, as measured by direct observation and data collection on a quarterly basis.
- By the end of the annual review term, to enhance meaningful engagement in a supported living setting, during instructional group activities, Samantha will use alternative communication methods to respond to questions and express choices. Specifically, when presented with a choice between two activities or objects, she will indicate her preference using eye gaze in 8 out of 10 trial opportunities, as measured by progress monitoring and task analysis data on a bi-weekly basis.
 - Objective: By (specific date) when given a choice between two activities or objects, with a minimum of two verbal or modeling prompts, Samantha will correctly indicate her preference through eye gaze in 8 out of 10 trial opportunities, as measured by progress monitoring and task analysis data on a bi-weekly basis.

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Appendix A

Indicator 13 Checklist

(Adapted from NSTTAC Indicator 13 Checklist Form A)

Indicator 13 Elements	Review Response
<p>1. IEP Meeting Participants: Is there evidence that the student was invited to the IEP meeting? (Element 7)</p>	Y N
<p>2. IEP Meeting Participants: If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent (or student who has reached the age of maturity)? (Element 8)</p> <ul style="list-style-type: none"> • 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 <p>If <i>no</i> 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</p> <p>If parent or individual student consent (when appropriate) was not provided, circle NA</p>	Y N
<p>3. Present Levels of Performance Transition; <i>Student Strengths, Preferences, Interests</i>: Are the postsecondary goals updated annually? (Element 2)</p> <p>Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? Was a summary statement included describing the progression from previously identified goals to the currently proposed goals?</p> <ul style="list-style-type: none"> ○ If yes, then circle Y ○ If goals were not updated, or if previous goals were not referenced in the PLAAFP, then circle N <p>If this is the first year in developing post-school goals, circle NA</p>	Y N

Indicator 13 Elements	Review Response	
<p>4. Present Levels of Performance Transition; Transition Assessments: Describe the age-appropriate transition assessment process used to develop the post-school goals. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessments? (Element 3)</p> <p>Does the IEP contain evidence of multiple newly administered assessments that provide information on which to base the measurable postsecondary goals? Are the assessments appropriate for the student’s chronological age?</p> <ul style="list-style-type: none"> ○ If yes to both, then circle Y ○ If yes to only one, or none, then circle N 	Y	N
<p>5. Post-school Considerations: Post Secondary Educational/Training Goal; Career Employment; Independent Living: Are there appropriate, measurable, postsecondary goals that cover education or training, employment, and, as needed, independent living? (Element 1)</p> <p>PSGs are what the student will do after exiting the public school system. Because students in 18-21 transition programs are still part of the public school system, PSGs must address what the student will do after exiting the 18-21 program.</p> <p>PSGs are required in training/education and career/employment regardless of the severity of the student’s disability.</p>	Y	N
<p>6. Post-school considerations; Planned Course of Study: Do the transition services include a course of study that will reasonably enable the student to meet his or her postsecondary goals? (Element 5)</p> <p>Documentation of a multi-year plan, from the present through the student’s graduation or exit, that assists the student in achieving their post-school goals. Must include more than what is required for exit and/or graduation.</p>	Y	N
<p>7. Transition Services and Activities Are there TRANSITION SERVICES in the IEP that will reasonably enable the student to meet his or her postsecondary goals for Education/Training, Career/Employment, Independent Living Skills & Related Services (as appropriate)? (Element 4)</p> <p>Do the transition services demonstrate a coordinated set of activities that the student needs to reach the postsecondary goals? Should include 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?</p>	Y	N

Indicator 13 Elements	Review Response	
<p>8. Annual Goals: Is (Are) there annual goal(s) related to the student's postsecondary goals/transition service needs? (Element 6)</p> <p>Annual goals are aligned to assist students in closing their gaps to prepare for their post-school goals.</p>	Y	N
<p>Does the IEP meet the requirements of Indicator 13?</p>	Y	N

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Appendix B

IDEA and ECEA Secondary Transition Services IEP Citations

§ 300.1 Purposes

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepares them for further education, employment, and independent living.

§ 300.320 Definition of individualized education program

(b) *Transition services*. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

ECEA 4.03 Individualized education programs (Colorado ECEA Rules)

Exception to 34 CFR § 300.320, the IEP content requirement for transition services begins with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team, and updated annually, thereafter.

§ 300.43 Transition services

(a) *Transition services* means a coordinated set of activities for a child with a disability that—

- (1) 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 postsecondary education, vocational education, integrated employment (including supported 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; and includes—

(i) instruction;

(ii) related services;

(iii) community experiences;

(iv) the development of employment and other post-school adult living objectives; and

(v) if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

§ 300.321 Transition services participants

The public agency must invite the child with a disability to attend the child's IEP Team meeting if a 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 parents, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services

§ 300.322 Parent participation

The notice must indicate that the purpose of the meeting will be the consideration of the postsecondary goals and transition services

§ 300.305 Additional requirements for evaluations and reevaluations

For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section [graduation with a regular diploma or aging out] a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

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Appendix C

What are examples of age-appropriate transition assessments?

Age-appropriate transition assessments may be formal and/or informal and provide relevant information to address key areas of transition planning based on the student's strengths, needs, and preferences.

Examples:

Postsecondary Area	Age-Appropriate Transition Examples
Education	Classroom Based Assessments, grades with observational reports by teachers, statewide and district wide assessments, psychological assessments, achievement tests, intelligence assessments, behavior assessments, and academic assessments.
Training	Self-determination scales, aptitude assessments, vocational assessments, interest inventories, occupational therapy assessments, physical assessment, intelligence assessments, behavior assessments, functional skills, and social-emotional assessments.
Employment	Vocational interest inventories, functional skills, work setting assessments, general interest inventories, occupational assessments, personality or preference assessments, job performance evaluations, behavior assessments, assistive technology assessments, social/emotional assessments, employability assessments, and work-based learning task analysis summary.
Independent Living Skills	(If appropriate) Daily living assessments, independent living assessments, assistive technology assessments, related service provider assessments and progress monitoring data, medical assessments, employability assessments, and task analysis summary

*There are no set assessments suggested by the Colorado Department of Education. Districts are free to choose which assessments they administer for transition planning purposes.

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Appendix D

Example Template of a Transition Assessment Summary

This is an example of what a Transition Assessment Summary section could look like to provide a rich narrative of the student's skills and abilities through a transition lens.

Summary of previous transition assessments (when applicable):

Reviewed by (Transition Specialist, Special Education Teacher, Case Manager, etc.) on (Date).

Summary of previous transition assessments to provide context for current planning, track growth and development towards postsecondary goals, reveal strengths or challenges and understand previous outcomes.

Formal Assessment(s) (Review with a transition lens):

(Student) participated in the following formal assessments (e.g., PSAT, DLM, WIAT, EF Rating scales etc.)

For each assessment summarized:

- Name of Assessment
- Interpreted by (Transition Specialist, Special Education Teacher, Case Manager, etc.) on (date).
- Summarize the student's results as it relates to strengths and needs connected to post-school goals and skills.

Informal Transition Assessment(s) Results:

For each assessment administered:

- Name of Transition Assessment
- Interpreted by (Transition Specialist, Special Education Teacher, Case Manager, etc.) on (date).
- Brief description outlining the purpose and type of assessment with relevance to the student their transition plan.
- Concise summary of the assessment results, highlighting key findings and implications for the student's transition plan

Recommendations:

- Based on identified needs, actionable steps for educators, service providers, and families to facilitate the transition process that will link the transition elements.

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