



# Indiana Department of Education

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## Indiana Transition Individualized Education Program (IEP) Indicator 13 Compliance Checklist

This checklist provided by the Indiana Department of Education’s (IDOE’s) Office of Special Education serves to provide guidance for local educational agencies (LEAs) as they review Transition IEPs to ensure compliance with requirements outlined in Indicator 13 of the Individuals with Disabilities Education Act (IDEA). In order to achieve a Transition IEP, all criteria of a compliant IEP must meet all requirements of Indicator 13. All questions in this checklist must be indicated as yes (Y) or not applicable (N/A) to successfully meet Indicator 13 requirements. If questions are indicated as no (N), the IEP is non-compliant. For additional information, please refer to IDOE’s Indicator 13 Monitoring and Compliance Guide, available on IDOE’s [Special Education webpage](#).

Transition Assessments							
	Employment		Education/ Training		Independent Living		
	Is there evidence that the measurable postsecondary goals were based upon an age appropriate transition assessment? (“Age appropriate” means that the assessments change and become more specific to the student’s goals as they age. Transition assessments can be repeated from year-to-year but must be supplemented with a new assessment if repeated two or more years in a row.)	Y	N	Y	N	Y	N
Are transition assessments related to each postsecondary goal mentioned in the <i>Summary of Findings</i> section from recent transition assessments? (“Recent” means that they were conducted within the 12 months prior to the current IEP.)	Y	N	Y	N	Y	N	
Postsecondary Goals							
	Employment		Education/ Training		Independent Living		
	Y	N	Y	N	Y	N	N/A
Are there postsecondary goals written for Employment, Education and Training, and Independent Living (if needed)?	Y	N	Y	N	Y	N	N/A
Can the goal(s) be measured?	Y	N	Y	N	Y	N	N/A

Will the goal(s) occur after the student graduates/transitions from school?	Y	N	Y	N	Y	N	N/A
Based on information available, does the postsecondary goal seem appropriate for this student? The postsecondary goals must be the ultimate career and education goal for the student. If the student has an Independent Living goal, it must contain a skillbuilding component.	Y	N	Y	N	Y	N	N/A
Are the postsecondary goals updated annually? Is there evidence that the postsecondary goals have been discussed/updated and continue to be relevant in conjunction with the current IEP?	Y	N	Y	N	Y	N	
Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion? Is the discussion documented in the Transition IEP?					Y	N	
<b>Transition Services and Activities</b>							
	<b>Employment</b>		<b>Education/ Training</b>		<b>Independent Living</b>		
Are there transition services and activities in the Transition IEP that will enable the student to confirm, refine, or change each postsecondary goal? The transition service and activities must contain a direct connection to the postsecondary goals.	Y	N	Y	N	Y	N	N/A
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)?	Y	N	Y	N	Y	N	N/A
Does the <i>By Whom</i> section contain both a school staff member and the student?					Y	N	
Is the <i>Date of Completion</i> one year after the start of the IEP?					Y	N	
	<b>Employment</b>		<b>Education/ Training</b>		<b>Independent Living</b>		
Is there evidence that representatives from outside agencies that were indicated in the transition services and activities were invited to the Transition IEP meeting?	Y	N	Y	N	Y	N	N/A

Annual Goals							
	Employment		Education/ Training		Independent Living		
	Y	N	Y	N	Y	N	N/A
Are there annual goals written to support each postsecondary goal?	Y	N	Y	N	Y	N	N/A
Are the annual goals skill-based?	Y	N	Y	N	Y	N	N/A
Are the annual goals measurable?	Y	N	Y	N	Y	N	N/A
Does the goal statement measure the skill identified?	Y	N	Y	N	Y	N	N/A
General IEP Questions							
Does the IEP include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their transition from school to post-school?						Y	N
Is there evidence that the student was invited to the Transition IEP Case Conference where transition services were discussed?						Y	N
Does this Transition IEP meet the requirements of Indicator 13? If all questions above have a Y or N/A, this is a compliant Transition IEP. If one or more questions were marked N, it is not compliant.						Y	N

*This information was adapted from materials originally published by the National Technical Assistance and Center on Transition: The Collaborative.*