

**Florida Indicator 13 Checklist C – All Federal and State Requirements  
Enhanced with Guiding Questions**

**Directions:** Complete the checklist and use the assessment measure at the end of the checklist to determine compliance. The federally reported requirements are indicated in blue and state requirements in yellow.

<p><b>1. Is there evidence that the IEP meeting invitation stated that the specified purpose of the meeting was to consider postsecondary goals and transition services and that the student, as well as any agency representatives identified to provide services would be invited?</b></p>	<p><b>Y N</b></p>
<p><b>Guiding Questions:</b> If all of the guiding questions below are answered <i>YES</i> or <i>NA</i>, then circle <i>Y</i> for the standard, if one or more questions are answered <i>NO</i>, circle <i>N</i> for the standard.</p>	
<p>A. Does the notice indicate that the purpose of the meeting will be consideration of postsecondary goals and transition services?</p>	<p><b>Y N</b></p>
<p>B. Does the notice indicate the student will be invited?</p>	<p><b>Y N</b></p>
<p>C. Does the notice indicate that a representative from an agency likely to supply transition services will be invited, with the prior consent of the parent or student who has reached the age of majority? (If the presence of an agency representative was not necessary at this time <b>OR</b> if the parent or student who has reached the age of majority refused to provide consent, select <i>NA</i>.)</p>	<p><b>Y N NA</b></p>
<p><b>2. Was the student invited to attend the IEP team meeting?</b></p>	<p><b>Y N</b></p>
<p><b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i>, then circle <i>Y</i> for the standard, answered <i>NO</i>, circle <i>N</i> for the standard.</p>	
<p>A. For the current year, is there documented evidence in the IEP that the student was invited to attend the IEP team meeting?</p>	<p><b>Y N</b></p>
<p><b>3. Were the student’s strengths, preferences and interests taken into account? If the student was unable to attend the meeting, were other steps taken to ensure the student’s preferences and interests were considered?</b></p>	<p><b>Y N</b></p>
<p><b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i>, then circle <i>Y</i> for the standard, if answered <i>NO</i>, circle <i>N</i> for the standard.</p>	
<p>A. Is there documentation that the student’s strengths, preferences and interests were considered through the student’s participation at the meeting, through transition assessments previously completed by the student or through other valid sources?</p>	<p><b>Y N</b></p>
<p><b>4. Beginning in eighth grade, or during the school year in which the student turns 14, whichever is sooner, does the IEP include a statement of whether the student is pursuing a course of study leading to a standard diploma, to include a Scholar or Merit designation?</b></p>	<p><b>Y N</b></p>
<p><b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i>, then circle <i>Y</i> for the standard, if answered <i>NO</i>, circle <i>N</i> for the standard.</p>	
<p>A. Does the IEP include a statement indicating that the student will pursue a standard diploma with the option of a Scholar or Merit designation?</p>	<p><b>Y N</b></p>
<p><b>5. Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, does the IEP include the following statements that must be updated annually: a statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including pre-employment transition services and courses of study needed to assist the student in reaching those goals?</b></p>	<p><b>Y N</b></p>

<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if the question is answered <i>NO</i> , circle <i>N</i> for the standard.	
A. Does the IEP include a statement of measurable long-term postsecondary education and employment/career goals based on age-appropriate transition assessments related to training and/or education and employment, <b>including pre-employment transition services</b> to assist the student in reaching those goals?	<b>Y N</b>
<b>6. Beginning at age 14 or earlier, and in preparation for identifying postsecondary goals in the IEP by age 16, has the IEP team started the process of identifying transition services needs of the student, including consideration of the student’s need for instruction or the provision of information in the areas of self-determination and self-advocacy so that the student will be able to actively and effectively participate in IEP team meetings and self-advocate to ensure quality transition planning and services?</b>	<b>Y N</b>
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard.	
A. Has the student’s need for instruction or information in the areas of self-determination and self-advocacy been documented in the IEP? (If the student requires instruction in self-determination/self-advocacy, there should be a service, an annual goal and notation in the present level statement. If the student does not require instruction in self-determination/self-advocacy, the reasons should be stated in the present level statement.)	<b>Y N</b>
<b>7. If a participating agency responsible for transition services failed to provide the transition services as described in the IEP, was the IEP team reconvened to identify alternative strategies to meet the transition objectives as indicated on the IEP?</b>	<b>Y N NA</b>
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard. If <i>NA</i> was selected, then circle <i>NA</i> for this standard.	
A. If there was a failure in the provision of transition services by an agency, as described in the IEP, <b>did the IEP team reconvene to identify alternative strategies</b> to meet the transition objectives? *If an agency was not involved or if there was not a failure by an agency to supply a transition service, then select <i>NA</i> for this question and standard.	<b>Y N NA</b>
<b>8. Does the IEP for a student who is 17-years-old include the following?</b> <b>A. A statement that the student has been informed of the rights that will transfer at age 18.</b> <b>B. A separate and distinct notice of the transfer of rights was provided closer to the time of the student’s 18th birthday.</b>	<b>Y N NA</b>
	<b>Y N NA</b>
<b>Guiding Questions:</b> If all of the guiding questions below are answered <i>YES</i> or <i>NA</i> , then circle <i>Y</i> for the standard, if one or more questions are answered <i>NO</i> , circle <i>N</i> for the standard.	
A. If the student has not reached age 17 and will not turn 17 during the current school year, skip this question and answer <i>NA</i> for this standard. If the student has reached the age of 17 or will turn 17 during the current school year, proceed to answer the next guiding questions.	
B. Does the IEP of a student who is 17-years-old or turning 17 during the current school year include a statement that the student has been informed of the rights that will transfer at age 18, the age of majority?	<b>Y N</b>
C. If the student has reached age 18 or will turn 18 during the current school year, was a separate and distinct notice of the transfer of rights provided before the student’s 18 <sup>th</sup> birthday? If the student has not turned 18 and will not turn 18 during the current school year, select <i>NA</i> .	<b>Y N NA</b>

9. Are there appropriate measurable postsecondary goals in the designated areas?	Education and/or Training Y N	Employment/ Career Y N	Independent Living Skills Y N NA
<b>Guiding Questions:</b> If all of the guiding questions below are answered <i>YES</i> , then circle <i>Y</i> for the standard, if one or more questions are answered <i>NO</i> , circle <i>N</i> for the standard. If a postsecondary goal for independent living is not considered appropriate, select <i>NA</i> .			
A. For each of the designated areas listed above, can the goals be measured or counted?	Y N		
B. For each of the designated areas listed above, do the goals indicate a specific timeframe, such as “ <i>within three months the student will. . .</i> ”? (Goals should also reflect the end-result of the specified area. For example, the end-result of their education/training goal would be <b>completing</b> a certificate, training program or a degree.)	Y N		
C. For each of the designated areas listed above, do the postsecondary goal(s) align with age-appropriate transition assessments for this student?	Y N		
D. For each of the designated areas listed above, were the postsecondary goals reviewed and updated as needed annually?	Y N		
<p>Formula for writing a postsecondary goal: Specific time-period after high school completion [e.g., within six months after exiting the K-12 system]] + the student <b>will</b> (behavior) + (where and how).</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <b>Education/Training:</b> <i>Within two years of exiting the K-12 system, Sara will earn an A.S. degree from the dental hygienist program at a Florida State College.</i></li> <li>• <b>Employment/Career:</b> <i>Sara will work part-time in an office setting while in school and within nine months of earning her dental hygienist degree, Sara will be employed as a dental hygienist at a local dental office.</i></li> <li>• <b>Independent Living:</b> <i>Within six months of obtaining employment at a dental office, Sara will share an apartment with a roommate or obtain a place of her own.</i></li> </ul>			
10. Is there evidence that the measurable postsecondary goals in the designated areas were based on age appropriate transition assessment?	Education and/or Training Y N	Employment/ Career Y N	Independent Living Skills Y N NA
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard. If a postsecondary goal for independent living is not considered appropriate, select <i>NA</i> .			
<p>A. Is there evidence in the IEP that age-appropriate transition assessments were used as a basis for the measurable postsecondary goals?</p> <p>Note: This should be more than a brief interview prior to the IEP meeting. Please visit the Project 10 webpage on Transition Assessment for a list of useful transition assessments (<a href="http://project10.info/DPage.php?ID=146">http://project10.info/DPage.php?ID=146</a>)</p>	Y N		
<p><b>11. The IEP includes measurable annual goals, including academic and functional goals that are related to the student’s transition service needs. The annual goals should be designed to meet the student’s needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum, and also to meet the student’s other needs that result from the disability. Benchmarks or short-term objectives must be included for students with disabilities who take alternate assessments aligned to alternate achievement standards, or</b></p>	<p>Education and/or Training Y N</p>	<p>Employment/ Career Y N</p>	<p>Independent Living Skills Y N NA</p>

<b>any other student with a disability as determined by the IEP team.</b>			
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard. If a postsecondary goal for independent living is not considered appropriate, select <i>NA</i> .			
A. Are there annual goals that are related to each of the designated areas listed above and to the student's transition services needs? (For students in alternate assessment, two short-term objectives or benchmarks are <i>required for each annual goal</i> .)			<b>Y N</b>
<b>12. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?</b>	<b>Education and/or Training</b>	<b>Employment/ Career</b>	<b>Independent Living Skills</b>
	<b>Y N</b>	<b>Y N</b>	<b>Y N NA</b>
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard. If a postsecondary goal for independent living is not considered appropriate, select <i>NA</i> .			
A. Are one or more of the transition services below included in the measurable annual goals or other components of the IEP to support attainment of the postsecondary goals?			<b>Y N</b>
<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Related service</li> <li>• Community experience</li> <li>• Development of employment and other post-school adult living objectives</li> <li>• Acquisition of daily living skills (if appropriate)</li> <li>• Provision of a functional vocational evaluation listed in association with meeting the student's postsecondary goals</li> </ul>			
<b>13. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?</b>	<b>Education and/or Training</b>	<b>Employment/ Career</b>	<b>Independent Living Skills</b>
	<b>Y N</b>	<b>Y N</b>	<b>Y N NA</b>
<b>Guiding Questions:</b> If <b>guiding question A</b> is answered <i>YES</i> , then circle <i>Y</i> for the standard, if <b>guiding question A</b> is answered <i>NO</i> , circle <i>N</i> for the standard. If a postsecondary goal for independent living is not considered appropriate, select <i>NA</i> .			
A. Do the transition services include courses of study that are aligned with the student's postsecondary goals?			<b>Y N</b>
B. Is there a statement identifying Career and Professional Education (CAPE) digital tool certificate(s) and/or CAPE industry certification(s) that the student wants to attain before high school graduation, if applicable? Please see the following link for additional information on provisions from Section 1003.4203 Florida Statute at: <a href="http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&amp;URL=1000-1099/1003/Sections/1003.4203.html">http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&amp;URL=1000-1099/1003/Sections/1003.4203.html</a>			<b>Florida Statute</b>  <b>Y N</b>
<b>14. If a representative of an agency likely to provide or pay for transition services was invited to the IEP meeting, did the district obtain consent prior to the meeting from the parent, or from the student whose rights have transferred? If an agency representative was not invited to the meeting, select NA.</b>			<b>Y N NA</b>
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard. If an agency representative was not invited because an agency was not likely to provide or pay for transition services, select <i>NA</i> for the standard.			
A. If an agency representative was invited to the IEP meeting, is one of the two statements below true?			<b>Y N</b>
<ul style="list-style-type: none"> <li>• Prior consent for the invitation is documented.</li> </ul>			

<ul style="list-style-type: none"> <li>The parent or student who has reached the age of majority invited the agency.</li> </ul>	
<b>15. If transition services are likely to be provided or paid for by another agency, was a representative of the agency invited to participate in the IEP team meeting?</b>	<b>Y N NA</b>
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard and if the guiding question is answered <i>NA</i> , then circle <i>NA</i> for the standard.	
<p>A. Was an agency representative included on the notice of the IEP meeting or did an agency representative attend the meeting?</p> <p>Note: If an agency representative was not invited to the IEP meeting, and one of the two statements below is true, select <i>NA</i>.</p> <ul style="list-style-type: none"> <li>There was not an agency that would be providing or paying for a transition service for the student.</li> <li>The parent or student whose rights have transferred elected not to provide consent for the agency representative to be invited.</li> </ul>	<b>Y N NA</b>
<p><b>16. Does the IEP include all of the below?</b></p> <ul style="list-style-type: none"> <li><b>Appropriate measurable postsecondary goals that are reviewed annually</b></li> <li><b>Measurable postsecondary goals are based on age-appropriate transition assessments</b></li> <li><b>Transition services including courses of study will reasonably enable the students to meet his/her postsecondary goals</b></li> <li><b>Annual goals are related to the student's transition services needs</b></li> <li><b>Evidence that the student was invited to the IEP meeting where transition services are to be discussed</b></li> <li><b>An agency representative likely to provide or pay for a transition service was invited to the IEP meeting, if appropriate</b></li> <li><b>Any agency representative invited to the IEP meeting by the district was invited with the prior consent of the parent or student who has received transfer of rights</b></li> </ul>	<b>Y N</b>
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard.	
<p>A. Are each of the components listed in the standard included in the IEP with appropriate alignment? (If any of the components, 2 and 9 through 15, were answered <i>No</i>, then the response here must also be <i>No</i>.)</p>	<b>Y N</b>
<b>17. During the IEP transition planning process, did the IEP team and the parent collaborate to determine an intent to pursue a standard diploma with a Scholar or Merit designation or a certificate of completion, as applicable?</b>	<b>Y N NA</b>
<b>Guiding Questions:</b> If the guiding question below is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard and if the guiding question is answered <i>NA</i> , then circle <i>NA</i> for the standard.	
<p>A. Is there evidence in the IEP that the IEP team and the parent collaborated regarding the student's intent to pursue a standard diploma with a designation or a certificate of completion? (Select <i>NA</i> if the parent was not in attendance at the IEP meeting and did not provide prior input.)</p>	<b>Y N NA</b>
<b>18. Were changes in the postsecondary goals or career goals approved by the parent or a student who has reached the age of majority and received transfer of rights?</b>	<b>Y N NA</b>
<b>Guiding Questions:</b> If guiding question A is answered <i>YES</i> , then circle <i>Y</i> for the standard, if answered <i>NO</i> , circle <i>N</i> for the standard. <b>If no changes were made to the student's postsecondary goals or career goals, circle <i>NA</i>.</b>	
<p>A. Were all changes made to the student's postsecondary goals approved by the parent or a student who has reached the age of majority and received transfer of rights?</p>	<b>Y N NA</b>

B. Were all changes made to the student's career goals approved by the parent or a student who has reached the age of majority and received transfer of rights?	<b>Florida Statute</b> Y N NA
<b>19. Was a summary of performance (SOP) provided to the student before the student graduated with a standard diploma or before the student exceeded the age to qualify for a free appropriate public education (FAPE)? Did the SOP include the following?</b> <ul style="list-style-type: none"> <li>• Student participation in the process of completing the SOP</li> <li>• A summary of the student's academic achievement and functional performance</li> <li>• Recommendations on how to assist the student in achieving the student's postsecondary goals, including the use of accommodations, especially those the student felt were most beneficial</li> </ul>	Y N NA
<b>Guiding Questions:</b> If guiding question A is marked <i>NA</i> , skip the remaining guiding questions and select <i>NA</i> for the standard. If all of the guiding questions below are answered <i>YES</i> , then circle <i>Y</i> for the standard. If one or more questions are answered <i>NO</i> , circle <i>N</i> for the standard.	
A. Was an SOP provided to the student before the student graduated with a standard diploma or before the student exceeded the age to qualify for a free appropriate public education (FAPE)?	Y N NA
B. Did the SOP show that the student participated in the completion of the SOP, including the student input section?	Y N
C. Did the SOP include a summary of the student's academic achievement and a summary of the student's functional performance?	Y N
D. Did the SOP include recommendations on how to assist the student in achieving the student's postsecondary goals, as well as the use of accommodations; especially those the student felt were most beneficial?	Y N

<b>Compliance Self-Assessment</b>	
<b>Does the IEP meet all Federal AND State of Florida requirements of Indicator 13? (Circle one)</b>	<b>Y N</b>
<b>Yes</b> (Including all of the federal requirements and state law requirements highlighted in yellow, all selected responses are Ys or NAs)	
<b>No</b> (Including all of the federal requirements and state law requirements highlighted in yellow, one or more Ns are selected)	

Adapted from:

- National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist: Form B  
[https://transitionta.org/sites/default/files/transitionplanning/NSTTAC\\_ChecklistFormB.pdf](https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormB.pdf)
- Florida Department of Education Compliance Self-Assessment Instructions 2019-20  
SPP 13 – T16 Protocol  
<http://www.fl DOE.org/core/fileparse.php/7673/urlt/SPP13Instructions.pdf>