



Indicator 13 Compliance Checklist Training

This training was developed by the Project 10 Transition Education Network, a discretionary project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services (BEES), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Objectives



After this training, participants will:

- Be ready to use the Indicator 13 Checklist to ensure that federal and state requirements for transition individual educational plans (TIEPs) are being met.
- Explain the need for the Indicator 13 Compliance.
- Be prepared to use the Indicator 13 Checklist to assess TIEP compliance.
- Accurately describe the components of Indicator 13 and how those components are needed to support students as they progress toward post-school outcomes.

Indicator 13 Compliance Defined

What is indicator 13 compliance and why is it needed?



Indicator 13 Compliance Defined

Each State is Required by the Individuals with Disabilities Education Act (IDEA) to Develop a **State Performance Plan/Annual Performance Report (SPP/APR)**

- OSEP uses the information from the SPP/APR to determine whether the state:
 - Meets requirements and purposes of the IDEA.
 - Needs assistance in implementing the requirements of Part B or Part C of IDEA.
 - Needs intervention in implementing the requirements of Part B or Part C of IDEA.
 - Needs substantial intervention in implementing the requirements of Part B or Part C of IDEA.



Indicator 13 Compliance Defined - 2

Monitoring Indicator 13

Percent of youth with IEPs aged 16 and above 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 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))

Indicator 13 Compliance Defined - 3

Indicator 13 is a compliance indicator (not a results indicator).

Indicators 1, 2, 13, and 14 are focused on transition programs and services.

Related Requirements

Beginning no later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under 20 U.S.C. 1415(m).



The Need for Compliance Indicators

- Legislation regarding educational opportunities for students with disabilities began to shift in a positive direction during the 1960s.
- Legislation that supports students with disabilities is ongoing.
- Example: House Bill 173 (2021) amended section 1003.5716, Florida Statutes.
- Indicator 13 is one of the federal compliance indicators. Indicator 13 helps districts and school educators to ensure that legislation is being implemented as written nationally and in their states. Federal and State education departments use Indicator 13 data to monitor the progress that is achieved.





Florida Indicator 13 Checklist

Includes All Federal and State Requirements



Question 1: TIEP Meeting Invitation

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?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <small>Rule 6A-9.03028(3)(b)4.(c)9 S. 1003.5716, F.S.</small>	Y N
b. To be in effect when the student turns 16 (federal). <small>34 CFR §300.321(b)1</small>	Y N



Question 2: Student Invitation to TIEP Meeting

2. Was the student invited to attend the IEP team meeting?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <i>Rule 6A-9.03028(3)(b)4</i>	Y N
b. To be in effect when the student turns 16 (federal). <i>34 CFR §300.321(b)1</i>	Y N



Question 3: Transition Programs and Services Information Distributed

3. Did families and students at age 12 or in the 7th grade, whichever occurs first and until exiting high school, receive detailed information about transition programs and agencies that offer transition-related assistance?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <i>Section 1003.5716(1), F.S.</i>	Y N
b. No federal requirement.	



Question 4: Student Strengths, Preferences and Interests Are Taken Into Account

4. 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?	
a. At age 12 or during the 7 th grade, whichever occurs first (state). <i>Section 1003.5716(2)(c), F.S.</i> <i>Rule 6A-6.03028(3)(c)8, F.A.C.</i>	Y N
b. To be in effect when the student turns 16 (federal). <i>34 CFR §§300.43(a)(2) and 300.320(b)(1)</i> <i>34 C.F.R. § 300.321</i>	Y N



Question 5: Begin to Identify Transition Services and the Need for Self-Determination Instruction

5. Beginning at age 12 or earlier, and in preparation for identifying postsecondary goals in the IEP by age 14, 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?

a. At age 12 or during the 7 th grade, whichever occurs first (state). <i>Section 1003.5716, F.S.</i> <i>Rule 6A-6.03028(3)(h)8</i>	Y	N
b. To be in effect when the student turns 16 (federal). <i>34 C.F.R. § 300.320(b)</i>	Y	N

Question 6: Course of Study and Diploma Designations

6. 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?

a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>Section 1003.5716, F.S.</i> <i>Rule 6A-6.03028(3)(h)9</i>	Y	N	NA
b. To be in effect when the student turns 16 (federal). <i>34 CFR §300.320(b)(2)</i>	Y	N	NA



Question 7: Development of Measurable Postsecondary Goals

7. Develop measurable postsecondary education and career goals based upon age-appropriate transition assessments related to: training/education, employment/career, independent living skills (if appropriate), and the transition services, including pre-employment transition services, and courses of study needed to assist students to reach their postsecondary goals.

a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>Section 1003.5716, F.S.</i> <i>Rule 6a-6.03028(h)(9)(a)(II), F.A.C</i>	Y	N
b. To be in effect when the student turns 16 (federal). <i>34 C.F.R. § 300.320(b)</i>	Y	N

Question 8: Reconvene IEP Team to Identify Alternative Strategies if Agency Personnel Are Absent

8. 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?			
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>Rule 6a-6.03028(h)(9)(a)(III), F.A.C. Section 1003.5716, F.S.</i>	Y	N	NA
b. To be in effect when the student turns 16 (federal). <i>34 C.F.R. § 300.324(c)(1)</i>	Y	N	NA

Question 9: Transfer of Rights Notification

9. Is there evidence in the IEP that the student and parents have been notified about the transfer of rights from the parents to the student at age of majority (18 in Florida)?			
a. (1) A statement in the IEP of the student at age 17 that the student has been informed of the rights that will transfer at age 18. <i>Rule 6a-6.03028(3)(h)(10), F.A.C.</i>	Y	N	NA
(2) A separate and distinct notice of the transfer of rights was provided closer to the time of the student's 18th birthday.	Y	N	NA
b. A statement that the student has been informed of the rights that will transfer at age 18. <i>34 CFR §300.320(c) 34 CFR §300.520(a)(3)</i>	Y	N	NA

Question 10: Appropriate Measurable Postsecondary Goals

10. Are there appropriate measurable postsecondary goals in the designated areas? *Career is referenced in state law only.				
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>Section 1003.5716, F.S. Rule 6a-6.03028(2)(c), F.A.C.</i>	Education and/or training	Employment	Career	Independent Living Skills
	Y N	Y N	Y N	Y N NA
b. To be in effect when the student turns 16 (federal). <i>34 CFR §300.320(b)(1) and 300.43</i>	Education and/or training	Employment		Independent Living Skills
	Y N	Y N		Y N NA

Question 11: Appropriate Measurable Postsecondary Goals

11. Is there evidence that the measurable postsecondary goals in the designated areas were based on age appropriate transition assessment? *Career is referenced in state law only.				
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>Section 1003.5716, F.S. Rule 6A-6.03028(3)(h)9a, F.A.C.</i>	Education and/or training Y N	Employment Y N	Career Y N	Independent Living Skills Y N NA
b. To be in effect when the student turns 16 (federal). <i>34 CFR §300.320(b)(1)</i>	Education and/or training Y N	Employment Y N		Independent Living Skills Y N NA

Question 12: Measurable Annual Goals

12. 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 any other student with a disability as determined by the IEP team.				
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>Section 1003.5716, F.S.; Rule 6A-6.03028(3)(h)9a, F.A.C.</i>	Education and/or training Y N	Employment Y N	Career Y N	Independent Living Skills Y N NA
b. To be in effect when the student turns 16 (federal). <i>34 CFR §300.320(a)(1)(2) 34 CFR §300.323(d)(2) 34 CFR §300.324(a)</i>	Education and/or training Y N	Employment Y N		Independent Living Skills Y N NA

Question 13: Transition Services to Enable Students to Meet Their Postsecondary Goals

13. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?				
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>Section 1003.5716, F.S. Rule 6A-6.03028(3)(b)(5), F.A.C.</i>	Education and/or training Y N	Employment Y N	Career Y N	Independent Living Skills Y N NA
b. To be in effect when the student turns 16 (federal). <i>34 CFR §300.320(b)(3) 34 CFR §300.43</i>	Education and/or training Y N	Employment Y N		Independent Living Skills Y N NA

Question 14: Transition Services Include Course of Study				
14. Do the transition services include course of study that will reasonably enable the student to meet his or her measurable postsecondary goals (MPGs)?				
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>Section 1003.5716, F.S. Rule 6A-6.03028, F.A.C.</i>	Education and/or training Y N	Employment Y N	Career Y N	Independent Living Skills Y N
b. To be in effect when the student turns 16 (federal). <i>34 C.F.R. §300.320(b)(2)</i>	Education and/or training Y N	Employment Y N		Independent Living Skills Y N

Question 15: Career and Professional Education (CAPE) Digital Tool Certificate(s) and/or CAPE Industry Certification(s)	
15. 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? See Section 1003.4203 Florida Statutes for more information - http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.4203.html, Section 1003.5716, F.S.	
a. For students entering 6 th grade and above – "Each student's individual educational plan for students with disabilities developed pursuant to this chapter must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation" (section 1003.4203, FS). <i>Rule 6A-6.03028 (3)(h)(11)</i>	Y N
b. No federal requirement.	

Question 16: Districts Obtain Consent from Family and/or Student to Invite Agency Participation	
16. 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 from parent, or from the student whose rights have transferred prior to the meeting? If an agency representative was not invited to the meeting, select NA.	
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state) <i>Rule 6A-6.03028(3)(c)(9), F.A.C.</i>	Y N NA
b. To be in effect when the student turns 16 (federal). <i>34 C.F.R. § 300.347(b)(2)</i>	Y N NA

Question 17: Invite Agency to the IEP Meeting with Family/Student Consent

17. 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?	
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state) <i>Rule 6A-6.03028(3)(c)(9), F.A.C.</i>	Y N NA
b. To be in effect when the student turns 16 (federal). <i>34 C.F.R. § 300.347(b)(2)</i>	Y N NA



Question 18: Review of IEP Requirements

18. Does the IEP include all of the requirements that have been discussed to this point?	
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state) <i>Rule 6A.6.03028(3)(b)(4)</i>	Y N
b. To be in effect when the student turns 16 (federal). <i>34 C.F.R. § 300.320(b)</i>	Y N



Question 19: Approval of Changes to the Measurable Postsecondary Goals

19. Were changes in the MPG's approved by the parent or a student who has reached the age of majority and received transfer of rights?	
a. Must be operational and in place on the first day of the student's first year in high school or attains age 14, whichever comes first (state). <i>6a-6.03028(3)(9)(a)(2)</i> <i>Section 1003.5716, F.S.</i>	Y N
b. No federal requirement.	



Question 20: Summary of Performance Provided

20. Was a summary of performance (SOP) provided to the student by the time 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?


- A summary of the student's academic achievement and functional performance.
- 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.

Federal and state requirements are the same. <i>Rule 6a-60331</i> <i>34 CFR §300.305(e)(3)</i>	Y	N	NA
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Compliance Self-Assessment Scoring

Use the guiding questions below to determine if the IEP meets all state requirements for Indicator 13. (Circle one)	Y	N
Yes - All of the state requirement responses (no shaded color + Q20) are Ys or NAs		
No - One or more of the state requirement responses (no shaded color + Q20) are Ns		
Use the guiding questions below to determine if the IEP meets all federal requirements for Indicator 13. (Circle one)	Y	N
Yes - All of the federal requirement responses (shaded in light gray + Q20) are Ys or NAs		
No - One or more of the state requirement responses (no shaded color + Q20) are Ns		


Questions, Training Evaluation and Thank You




Questions, concerns, or recommendations?

Thank you for completing the evaluation. Your responses will help us to continue the development of our training skills and identify areas in which you would like to have more information and support.

Thank you for your attendance and input today!





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