### NSTTAC Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)

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 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))

<table>
<thead>
<tr>
<th>1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can the goals be counted?</td>
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<td>Will the goals occur after the student graduates from school?</td>
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<tr>
<td>Based on the information available about this student, do the postsecondary goals seem appropriate for this student?</td>
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<tr>
<td>● If yes to all three guiding questions, then circle Y OR if a postsecondary goal is not stated, circle N</td>
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<tr>
<td>2. Are the postsecondary goals updated annually?</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Were the postsecondary goals addressed/updated in conjunction with the development of the current IEP?</td>
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<tr>
<td>● If yes, then circle Y OR if the postsecondary goals were not updated with the current IEP, circle N</td>
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<tr>
<td>3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student’s file?</td>
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<tr>
<td>● If yes, then circle Y OR if no, then circle N</td>
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<tr>
<td>4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Do the transition services listed in the student’s IEP that the student needs to reach the postsecondary goals include, as needed, instruction, related services(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</td>
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<tr>
<td>● If yes, then circle Y OR if no, then circle N</td>
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<tr>
<td>5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Do the transition services include courses of study that align with the student’s postsecondary goals?</td>
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<tr>
<td>● If yes, then circle Y OR if no, then circle N</td>
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<tr>
<td>6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?</td>
<td>Y</td>
<td>N</td>
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<td>Is (are) an annual goal(s) included in the IEP that is/are related to the student’s transition services needs?</td>
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<tr>
<td>● If yes, then circle Y OR if no, then circle N</td>
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<tr>
<td>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)?</td>
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<tr>
<td>● If yes, then circle Y OR if no, then circle N</td>
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<tr>
<td>8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>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: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for the postsecondary goals?</td>
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<tr>
<td>Was prior consent obtained from the parent (or student who has reached the age of majority)?</td>
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<tr>
<td>● If yes to both, then circle Y</td>
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<tr>
<td>● If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N</td>
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<tr>
<td>● If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA</td>
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<tr>
<td>● If parent or individual student consent (when appropriate) was not provided, circle NA</td>
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</tbody>
</table>

**Does the IEP meet the requirements of Indicator 13?** (Circle one)

**Yes** (all Ys or NAs for each item (1 – 8) on the Checklist) or **No** (one or more Ns circled)
Instructions for Completing NSTTAC Indicator 13 Checklist

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
   - Find the postsecondary goals for this student
   - If there are appropriate measurable postsecondary goals that address Training after high school, Education after high school, and Employment after high school, and (where appropriate) independent living Skills after high school and if the identified postsecondary goals for Training, Education, and Employment, and (where appropriate) Independent Living Skills appear to be appropriate for the student, based on the other information regarding Present Levels of Academic and Functional Performance and / or the student’s strengths, preferences, and interests, circle Y
   - If a student’s postsecondary goals in the areas of Training and Education address both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), circle Y
   - “it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student’s plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student’s IEP must include a separate postsecondary goal in the area of employment. For further information see Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C).
   - If there are postsecondary goals that address Training after high school, Education after high school, and Employment after high school, and (where appropriate) Independent Living Skills after high school, but these goals are not measurable, circle N
   - If there is misalignment between the student’s postsecondary goals, based on the information available (e.g., present levels of performance, student strengths, student interests, student preferences), circle N
   - If there is not a postsecondary goal that addresses Training after high school, circle N
   - If there is not a postsecondary goal that addresses Education after high school, circle N
   - If there is not a postsecondary goal that addresses Employment after high school, circle N

2. Are the postsecondary goal(s) updated annually?
   - If the postsecondary goals for Training, Education, Employment, and where appropriate Independent Living Skills are documented in the student’s current IEP, circle Y
   - If the postsecondary goals for Training, Education, Employment, and where appropriate Independent Living Skills are not documented in the student’s current IEP, circle N
   - If this is the student’s first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, so circle Y

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?
   - Find where information relates to assessment(s) and the transition component on the IEP (either in the IEP or the student’s file)
   - For each postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals circle Y
• For each postsecondary goal, if there is no evidence that age appropriate transition assessment(s) provided information on the student’s needs, taking into account the student’s strengths, preferences, and interests [regarding the postsecondary goals], circle N

• If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, regarding the student’s needs, taking into account the student’s strengths, preferences, and interests [regarding this postsecondary goal], circle Y

• If a postsecondary goal area was addressed in item #1, but was not measurable and if there is not age appropriate transition assessment information provided on the student’s needs, taking into account the student’s strengths, preferences, and interests [regarding this postsecondary goal], circle N

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

• Find where transition services/activities are listed on the IEP

• For each postsecondary goal, is there a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal, circle Y

• For each postsecondary goal, if there is no transition service that relates to a specific postsecondary goal, (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in the IEP that will enable the student to meet the postsecondary goal, circle N

• If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, circle Y

• If a postsecondary goal area was addressed in item #1, but was not measurable and there is no transition service listed that will enable the student to meet that postsecondary goal, circle N

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

• Locate the course of study (instructional program of study) or list of courses of study in the student’s IEP

• Are the courses of study a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goals? If yes, go to next instruction bullet. If no, circle N

• Do the courses of study align with the student’s identified postsecondary goals? If yes, circle Y. If no, circle N

6. Is (are) there annual IEP goal(s) that is (are) related to the student’s transition services needs?

• Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP

• For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student’s transition services needs, circle Y

• For each of the postsecondary goals mentioned in question #1, if there is no annual goal or short-term objective included in the IEP related to the student’s transition services needs, circle N

• If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student’s transition services needs, circle Y

• If a postsecondary goal area was addressed in #1, but was not measurable, and there is no annual goal included in the IEP related to the student’s transition services needs, circle N

Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC) September, 2006; updated July, 2009; updated May, 2012
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- Locate the evidence that the student was invited, (e.g., a copy of the student’s invitation to the IEP conference) Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference. If yes, circle Y. If no, circle N

8. If appropriate, is there evidence that a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA.
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is no evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N
- If it is too early to determine if this student will need outside agency involvement, circle NA

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1 – 8) on the Checklist, then circle Yes
- If one or more Ns are circled, then circle No
Frequently Asked Questions

If we do an Assessment Plan for Transition assessments in 2019 and the student’s tri is due in 2020, do we have to do the assessment plan and report again within a year?

Generally, no. However, it depends on the individual student. If it is a high-profile case or the student has seen a lot of change over the last year then you should consider doing a new transition assessment plan and report. Again, it is really going to be determined case by case.

Do we have to create an assessment report each year when we update the informal ITP?

Not usually. You will only need to write an assessment report if you issued an assessment plan and conducted assessments for the first Transition Plan and then again at each triennial review. However, it will always be case by case so you will need to decide this based on the student and their IEP team.

Don’t we only need to do assessment reports on formal/standardized assessments? Most Transition Assessments are informal, why do we need to start doing this?

While that is usually the norm, Ed. Code § 56327 states that “The personnel who assess the pupil shall prepare a written report, or reports as appropriate, of the results of each assessment...” Based on a recent OAH decision, SELPA is recommending Assessment reports be completed for Transition Assessments for the first Transition Plan developed for a student and at minimum, each Triennial Review after that.

We need to work to re-define our usage of the terms formal and informal assessments. Informal measures to collect data to solely inform goals is not truly an assessment in the Special Education sense of assessments. When those informal assessments have an AP with the intent to use in a report, then they become “formal assessments.” If you are just updating progress (such as you would in assessing progress on academic goals), then those assessments do not require an assessment plan and are informal assessments.

Is filling out the box that says “Describe the results of the assessment” enough for the ITP.

It is unlikely this minimal section would meet the requirement for an assessment report as defined in §56327.

Through random sampling of IEPS throughout our SELPA, we have found that this area of the form is not being filled out consistently detailed or relevant to the assessment tools used. Additionally, the recent OAH decision shows us that we need to be as thorough as possible. Therefore, a simple explanation will no longer suffice.
Who is responsible for completing the Transition Assessment Report?

The person(s) responsible for completing the assessment report is the person(s) that administers the assessments. Just like Academic, Psych, OT, SLP, etc....reports.

Are we required to use specific transition assessments?

No. You can use any assessment that best works for your individual student. However, the assessments must be age appropriate and cover the 3 domains of the ITP; Post-Secondary Education or Training, Post-Secondary Employment, and Independent Living.

I work with students that do not need Independent Living goals; do I still need to administer a transition assessment that covers independent living?

Yes, you still need to administer an assessment that covers independent living. Ask yourself how you know the student does not need an independent living goal without data. The assessment will give you the data to support needing or not needing an independent living goal.
SAMPLE Transition Assessment Report
Metalworks Unified School District

<table>
<thead>
<tr>
<th>Name: Tony Stark</th>
<th>DOB: xx/xx/xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 12</td>
<td>Age: 17</td>
</tr>
<tr>
<td>School: Ironman High School</td>
<td>Examiner: Pepper Potts &amp; Nick Fury</td>
</tr>
<tr>
<td>Date of Report: xx/xx/xx</td>
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</tr>
</tbody>
</table>

BACKGROUND
Tony Stark is a 17-year old student currently attending Ironman HS in grade twelve. Tony has received special education services since December 2010 under the eligibility of Hard of Hearing, due to a fluctuating hearing loss. Tony currently lives in Ironman, California with his father, Howard Stark. Tony has a Triennial IEP due on XX/XX/XX where eligibility will be reassessed/addressed.

INDIVIDUALIZED TRANSITION PLAN HISTORY
Since the start of high school Tony has shown an interest in a field of study and career that is based on problem solving and math relating to engineering. He has strengths in his desire to work with others creatively.

**ITP 12/2015 IEP:**
Through a student interview, Tony noted an interest in gaining an apprenticeship with a local computer designer in order to get experience with technology and design. Results from an online skills/interest inventory completed in computer tech indicated a job as an architect and civil engineer. At this time, he was interested in attending a computer technology school program.

**ITP 2/2016 IEP:**
At this time Tony was interested in living at home and working part time. Through interest inventories he showed that he wanted a career in mechanics and design.

**ITP 3/2017 IEP:**
Tony was interested in gaining an entry level job, in any field that pays. Results from a Career Interest Cluster Inventory completed in 10/16 - Top 3 - A/V Technology, Law & Public Safety, and Marketing.
Goal: By 1/6/17, Tony will identify career pathways/clusters that match his individual interests and strengths and, based on self-assessments in interest and aptitude, he will explore career clusters through electronic and text media, researching education and skill requirements and salary ranges. This goal was met by 1/16/17 reporting date.

Goal: By 1/18, Tony will identify community and/or four-year colleges that offer coursework leading to his chosen career pathway of Engineering.

Tony is on-track and working towards earning his high school diploma. As a senior this year, he is completing coursework in the area of English, Government/Economics, and electives. All other graduation requirements have been met and his anticipated graduation date is June 8, 2018. Tony currently has all A’s and B’s for the first quarter grading period in the 2017-18 school year. His current GPA is 3.25.

Tony has spent time narrowing down his career of interest and post-secondary goals over time with assistance of case managers, IEP team members, his parent, and IHS workability and guidance counselors.

### TRANSITION ASSESSMENT

#### Description of Assessment Instruments, Measures, and Procedures

Tony willingly participated in the assessment process. He was cooperative and very focused.

Tony was provided the *Independent Living Goal Worksheet (Blue Springs School District) Student Survey*. Tony reported performing independently and consistently in areas of home living, and majority of community involvement areas. Areas of performance with dependence or no evidence of this skill focused on areas of participation in leisure activities, knowing how to obtain, complete, and access healthcare, identifying own post-secondary goals, strengths, and advocating for himself, and understanding of own rights as a person with a disability.

*Student Questionnaire-Transition to Post-Secondary Education or Training Readiness* along with *Comprehensive High School Transition Survey* was given to Tony and results are included below. He also completed an *Ability Explorer third edition* that self-reports best abilities. On this Tony’s highest abilities are numerical/mathematical.

Through the IHS Workability Program Tony has completed an updated *Career Clusters Interest Survey*, adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education and *Career Interest Inventory by Shasta Twenty-First*
Century Career Connections. Results show that Tony has an interest in public safety and law enforcement. His interests focus on problem solving and personal safety areas that promote learning and personal development.

Parent Transition Survey, Interview
Howard Stark completed the Parent Transition Survey and noted concerns that Tony’s top needs in high school are academic skills needed for postsecondary education and friendships and social relationships. Mr. Stark noted that he continues to have concerns with Tony’s social interactions (sometimes lacking “tact”). He continues to require support to complete tasks and can be overwhelmed and exhausted at times.

Education
Tony currently participates in the Curriculum Support Model for Special Education at IHS. He participates in all general education classes, one period of Curriculum Support for accommodations and assistance with the in his general education classes work in addition to working on his IEP goals. Tony is a Teaching Assistant (TA) with the AutoTech/Welding class.

Tony recently noted in an assessment survey he is interested in attending college locally at a community college and he expressed that English is the most difficult subject in school for him. He learns best when things are presented in auditory and visual manners.

Career and Employment
Tony currently works at Round Table Pizza (a paid experience through IHS Workability) from November 2016.

Tony has experience in creating a resume, interviewing, and job applications. Tony describes himself as someone that works hard, is respectful to others, cooperative, and has good attendance. The Career Clusters Assessment continues to show his areas of interest based on his traits and strengths are in Information Technology (IT) and primarily in Arts, A/V Technology, and Communications. SCOE Workability began the California Career Zone portfolio. Work skills important to Tony were support and achievement. Basic, technical, and social skills were high for him as well.

Tony has a clear understanding of what his disability is and what is helpful in order to be a good student. He is able to access technology successfully as needed.

Independent Living
Tony will be working on the following skills through his IHS Workability program (see Senior Transition Information Folder): Solano County Resource Telephone list, Steps to Register for local community colleges, When You Turn 18, Budget Worksheet, Rental
Applications, Reading a Pay Stub Worksheet, People Skills, Traits for Employment, Hazards in the Workplace, Interview Packet and Job Application Sample.

Tony would like to live with others his own age while attending college.

**Transportation**
At this time, Tony has an identification card and does not have a driver’s license. He is working on taking the test this summer. He is able to locate the bus stop closest to his house and knows how call the transportation/bus service to get help with bus routes.

**Recreation and Leisure**
Tony is an active participant in his community. He is a member of Boy Scouts. He has a number of people in his life he considers friends (ranging from very close to acquaintances).

**Adult Services**
Solano County Office of Education (SCOE) Workability program has been meeting with Tony last spring (2017) and this fall. Permission slips were sent home and processed to begin linkages to outside agencies for support. It is recommended that Tony work with SCOE Workability program in order to gain outside supports from programs like Department of Rehab and any other appropriate agencies.

Mr. Stark included that Tony is aware of supports from Adult Social Security Benefits, Collecting Social Security Benefits, Post-Secondary Options for Adults with Disabilities. He hopes Tony will gain more information on Department of Disabilities Services, Centers for Independent Living, and healthcare if living alone.

**Guardianship**
There is no knowledge of parental interest for gaining conservatorship of Tony. Tony has his own savings accounts and credit cards.

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**SUMMARY AND RECOMMENDATIONS**

Tony is a very creative and bright 12th grader at Ironman High School. Tony has very clear interests with a career in a public safety field such as policeman or security that he has started to experience and explore through high school classes, apprenticeships in the community, and some job experience. Tony has a goal of attending college and living outside of his home. He has worked hard to complete required coursework with minimal support earning good grades. He is very capable and eager to live independently (with others her own age such as friends and roommates) and work on his own in a part-time capacity. Tony has an understanding about his disability and supports that work for him.
Recommendations:
1. Team should consider adding IEP Transition goals:
   a. Based on assessment information, Tony will create a detailed plan for college/program entrance including entrance requirements, dates of enrollment, resources for disabled students available at the college and scholarships, financial aid forms if appropriate and, present the information at his IEP Transition planning meeting.
   b. Tony will submit 2-3 different applications for post-secondary adult services (such as DOR (Department of Rehabilitation), Transition Partnership Program, Solano County ROP (Regional Occupational Program), Independent Living Resources, etc.).
2. It is recommended that the IEP team consider adding a related service such as College or Career Awareness to provide specific time for Tony to focus on these goals and supports.
3. Tony would benefit from continuing working with SCOE Workability Program for linkage support to adult services.
4. Tony should participate in any workshops or presentations provided from the IHS College and Career Department in the area of college applications, Public Safety, or colleges and programs related to his field of interest. He can get up to date information on these events on campus by the “Remind” App and adding himself to the group.
5. He should continue to meet with his counselor, receive updated information on the senior class through the group on the “Remind” App, and continue to ensure his coursework is meeting graduation requirements.

Nick Fury, IHS Workability Coordinator

Pepper Potts, IHS Special Education Case Manager
Transition Assessment Report TEMPLATE

Name:    DOB: 
Grade:   Age:   
School:  Examiner: 
Date of Report: 

BACKGROUND
A paragraph detailing students background (original start date of SPED, how disability affects student, who he/she lives with etc.)

INDIVIDUALIZED TRANSITION PLAN HISTORY
Note previous Transition Plan post-secondary goals from ITP (Long term goals) and annual transition goals as well as progress on those goals.

If this is the first time the student has/requires an ITP, write a statement explaining that this is the first-year student will have an ITP.

Do not include goals proposing at IEP in this section.

Note any trends you see in student interest areas and/or career/education goals.

Note if student is working towards a diploma or certificate of completion in this section.

TRANSITION ASSESSMENT
Make sure your assessments cover all 3 areas of the transition plan (Post-Secondary Education/Training, Post-Secondary Employment, and Independent Living). Assessments also need to be age appropriate.

Description of Assessment Instruments, Measures, and Procedures
Describe what assessments were given (including informal interviews) and what the results were.

What was the student’s behavior like during assessment? Were they cooperative, resistant, frustrated, etc.?

Parent Transition Survey, Interview
Include details of parent input.
**Education**
Include details of current education services (i.e. Curriculum Support Class, RSP classes, etc.) and education goals.

**Career and Employment**
Note career interest areas, employment or volunteer history, and include a note on students’ disability awareness.

**Independent Living**
What will be worked on through workability if applicable should be included. What skills does the student have and what are areas of need based on assessments (e.g. Cleaning, cooking, laundry, getting around, accessing dental and medical appointments, insurance, etc.)

**Transportation**
What is the student’s capacity for navigating transportation systems? independently.

**Recreation and Leisure**
Out of school interests, things they do with friends, community involvement.

**Adult Services**
What are they currently receiving and what are they in the referral process for? (Department of Rehabilitation, Regional Center, etc.)

**Guardianship**
Brief statement on (what you know) of changes to guardianship at 18 years (will they be conserved?) and notes on personal accounts (savings accounts, etc.).

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**SUMMARY AND RECOMMENDATIONS**
Summarize Student’s interests and long-term post-secondary goals. Recommend annual (short-term) goals to achieve the long-term goals.

**Recommendations:**
Here you will recommend annual goals and other recommendations (e.g. attend career center workshops, workability, services, etc.)

Name and Title of person completing report and signature
## Transition Assessment Resources

<table>
<thead>
<tr>
<th>National Technical Assistance Center on Transition (NTACT)</th>
<th><a href="https://transitionta.org/transitionplanning">https://transitionta.org/transitionplanning</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Toolkits” related to secondary education and services for students with disabilities</td>
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<tr>
<td>• Capacity building associated with improving transition education and services.</td>
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<tr>
<td>• Provides an overview and step-by-step guidance and resources</td>
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<tr>
<td>• Topics include but not limited to:</td>
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<tr>
<td>• Competitive integrated employment</td>
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<tr>
<td>• Transition assessments</td>
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<tr>
<td>• Strategies for planning and implementing evaluation of your work</td>
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<td>• Hosting a transition fair</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Quickbook of Transition Assessments</th>
<th><a href="https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf">https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>contains a variety printable assessment tools. Some are older but there are still some very useful tools.</td>
<td></td>
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<tr>
<td>or Google “Quickbook of Transition Assessments”</td>
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<tr>
<th>Secondary Transition Planning: The Basics: Achieve Successful Outcomes AND Meet Mandates: This is a guide provided by the California Department of Education for writing ITPs. <em>Some of our presentation comes directly from this guide.</em></th>
<th><a href="https://www.cde.ca.gov/sp/se/st/">https://www.cde.ca.gov/sp/se/st/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>*click on Transition Planning: The Basics</td>
<td></td>
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<tr>
<th>Indiana Secondary Transition Resource Center</th>
<th><a href="https://instrc.indiana.edu/transition-resources/transition-matrix.html">https://instrc.indiana.edu/transition-resources/transition-matrix.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Search assessments based on domain, disability and grade.</td>
<td></td>
</tr>
<tr>
<td>*Scroll to the bottom of the page for the search options</td>
<td></td>
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</tbody>
</table>

| South Bend Community School Corporation Transition Assessments and Activities: A variety of assessments and tools for meeting transition goals broken up by domain and age group. Also contains student activities around transition. Topics include but are not limited to: |
|---------------------------------------------------------------------------------|--------------------------------------------------|
| Creating a vocational profile |
| Self-Assessments |
| Job Shadow reflections |
| Diploma Track and Certificate Track specific topics |

| Casey Life Skills: Create a free teacher and student accounts and track student outcomes on a variety of transition assessments | [https://caseylifeskills.secure.force.com/](https://caseylifeskills.secure.force.com/) |

| Virginia Career View: A variety of online tools and assessments. Includes military career search tools and career videos on Spanish | [https://www.vaview.vt.edu/912/](https://www.vaview.vt.edu/912/) |

| Utah Futures: Reality Check allows the student to identify how they want to live (amenities, size of home, etc.) and will generate a report for the income they need to maintain that lifestyle then allow student to explore jobs in that salary range as well as learn about job and training requirements. |
|---------------------------------------------------------------------------------|--------------------------------------------------|
| *Click on the tabs and find a variety of tools and tips including budgeting, researching careers, interest inventories, and much more. |

The California Career Resource Network (CalCRN) California Department of Education program which provides career development information and resources to support development of the critical career self-management skills necessary for success in today's world of work.

Contains resources as well as career exploration apps that students can download on personal devices

**O*NET OnLine:** A National database of resources, assessments, and activities


**CA Transition Alliance:** Assessments and other resources


**Transition Coalition:** Assessments and resources for staff working with transition aged youth. Includes needs assessments to help build your transition program.

[https://transitioncoalition.org/](https://transitioncoalition.org/)

**Career Briefs:** Career Profiles from A-Z, Quizzes, and personal stories

[https://www.thebalancecareers.com/career-briefs-525860](https://www.thebalancecareers.com/career-briefs-525860)

**Career Café:** Insights and tools to help students identify career direction

[https://www.occareercafe.com/start/](https://www.occareercafe.com/start/)

**U.S. Department of Labor-Office of Disability Employment Policy:** Lessons and activities for teaching and assessing a student’s *Soft Skills* such as attitude, communication, professionalism, teamwork, plus much more

[https://www.dol.gov/odep/topics/youth/softskills/](https://www.dol.gov/odep/topics/youth/softskills/)

**Next Steps:** A variety of tools and assessments for students as well as videos and tools for teachers and parents

[https://nextsteps-nh.org/transition-iep-requirements/age-appropriate-transition-assessments/](https://nextsteps-nh.org/transition-iep-requirements/age-appropriate-transition-assessments/)

**National Collaboration on Workforce and Disability:** Contains a variety of briefs, assessment tools, and resources for staff working with transition aged youth


[www.ncwd-youth.info](http://www.ncwd-youth.info)

**Autism Speaks:** Autism speaks has a plethora of resources. This link takes you to their Transition Tool kit. While Autism Speaks has a focus on students with Autism, many of their supports and strategies are beneficial with all kids. All of their resources are free.

[https://www.autismspeaks.org/tool-kit/transition-tool-kit](https://www.autismspeaks.org/tool-kit/transition-tool-kit)

*Many of the links provided contain additional tools and information to help guide teams.*