



## Help with Indicator 13

This document is intended to provide insight on how the PAES® and WAYPOINT programs offered by TAI help address the requirements of Indicator 13. All states in the U.S. have a Special Education state performance plan with 20 specific indicators. These indicators are benchmarks for the states. Indicator 13 represents eight questions regarding secondary transition within the IEP.

Indicator 13 Questions	PAES® Help with Indicator 13	WAYPOINT Help with Indicator 13
<p><b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b></p>	<p>The PAES® program provides training on both employment skills and independent living skills. In addition, the performance-based assessment utilized in PAES® provides progress monitoring and measures performance in a broad range of skill areas designed to guide the student in the process of transition from school to the real world. Work Behavioral skills are addressed.</p>	<p>The Waypoint system is designed to assess functional aptitudes, interest and personality. The assessment results are used to identify career pathways and specific jobs the student has demonstrated the aptitude to handle. The assessments flow into the Waypoint career management system that provides job availability in the student's local zip code area, pay rates, along with postsecondary training requirements and facilities.</p>
<p><b>2. Is (are) the postsecondary goal(s) updated annually?</b></p>		<p>The Waypoint System provides built in, customizable annual checklists that track the student's performance as they move from school to post-school.</p>
<p><b>3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?</b></p>	<p>The PAES® program utilizes the Performance Based Assessment Model. PAES® is research-based and designed to be used with students from middle school to adulthood.</p>	<p>The assessment tools used in the Waypoint System are fully research-based and designed to be used with students from middle school to adulthood.</p>
<p><b>4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?</b></p>	<p>PAES® research-based assessment data provides the information needed to develop postsecondary transition IEP goals and allows the district to track and direct the students in a way that enables them to meet the goals and objectives.</p>	<p>The assessment tools in the Waypoint System provide the data required to develop annual IEP goals. The tracking (Planner) system included with Waypoint enables the student, teacher, and parents to follow and develop a career plan that will encourage the students to meet the goals. This system works with both self-contained and resource students that are being mainstreamed.</p>

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<p><b>5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?</b></p>	<p>The PAES® program helps the student address functional math and reading skills in a broad range of career areas. These skills are necessary for a student to function in the world outside of school.</p>	<p>The Waypoint System allows the district to put into place an academic plan and track the student's performance as they move from school to post-school. The assessment tools provide the data needed to determine where focused effort is needed to help the student develop the skills they need to function independently.</p>
<p><b>6. Is (are) there annual IEP goal(s) related to the student's transition services needs.</b></p>	<p>IEP Goals are written based from the student's work and life skill performance based assessments in PAES®.</p>	<p>Waypoint allows the framework and document storage to house student's IEP goals.</p>
<p><b>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</b></p>		<p>The Waypoint System provides a computerized planner that can be customized to meet the specific requirements of the district. It can record and track all activities required for the student, including those stated in question #7. Records and documents can be electronically attached to the student's individual record for document verification of any activity.</p>
<p><b>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?</b></p>		<p>Waypoint allows the framework and document storage to house student's IEP meeting documents.</p>