

Virtual Job Shadow

Virtual Job Shadow and Indicator 13



What is Indicator 13?

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“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, 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))*

Indicator 13 and Virtual Job Shadow

- **Fidelity**
- **Meeting the Requirements**
- **Examples**
- **Benefits**
- **Reminders**

Fidelity

Can Virtual Job Shadow be used as a transition planning tool in compliance with Indicator 13?

YES!

There are several questions on the Indicator 13 Checklist that can be adequately answered using Virtual Job Shadow as a tool.

Meeting the Requirements

The Indicator 13 Checklist comprises 8 questions, that must be answered affirmatively for the IEP to meet the requirements of Indicator 13.

Questions 1 – 5 can be answered or supported using Virtual Job Shadow as a tool or resource.

Meeting the Requirements

Question 1: Is there an appropriate measurable postsecondary goal or goals in this area?

- Countable; Occurs after student graduates; Appropriate for student

Virtual Job Shadow is a resource for progressing towards the postsecondary goal. It can be used as part of the annual IEP goal and help assess the appropriateness of the postsecondary goal from year to year.

Meeting the Requirements

Question 2: Are the postsecondary goals updated annually?

- Addressed and updated in conjunction with current IEP

Virtual Job Shadow progress, reports, and data can be used in updating postsecondary goals and IEPs. Since all information on VJS is reportable and printable, educators can take assessments, quizzes, career exploration, and postsecondary planning into account while going through annual IEP process.

Meeting the Requirements

Question 3: Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessments?

- Use of transition assessments are mentioned in IEP or evident in file

Virtual Job Shadow has career assessments (in the Tools section) which can be used as transition assessments and direction for the employment goal portion of the postsecondary goal.

Meeting the Requirements

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

- Type of instruction, related service, community experience, etc. is listed in association with meeting goal

Virtual Job Shadow Mini Lessons and FlexLessons can be used as instruction and development of employment for transition services.

Meeting the Requirements

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

- Transition services include courses of study the align with postsecondary goals

Virtual Job Shadow Mini Lessons and FlexLessons can be used as instruction and development of employment for transition services.

Examples

Career Central

- Career Profiles include specific details on duties, education, training, licenses, skills, and the future outlook
- Job shadow videos and Q&A videos give experiential view of work life
- Pop Quizzes and Career Journals allow for measurement and progress tracking of student interest and ability
- Can be used in conjunction with Assessments to target specific interests

Examples

College Search

- Identifies relevant postsecondary programs (certification through PhD)
- Assists in evaluation of goal appropriateness and progress with SAT and ACT averages
- Provides information on specific courses of study at each institution and career aligned with each one

Examples

Tools: Assessments

- Age appropriate and updatable assessments of students
- Measures work interests and values
- Aligns students with career clusters and relevant fields to explore
- Exploratory tool and method of individualizing IEP
- Gives direction for employment goal

Examples

Tools: Postsecondary Plan

- Aligns with IEP
 - Postsecondary education choices
 - Career choices
- Reportable
- Update annually (or at any time)

Examples

Tools: Goal Setting

- Set short-term and long-term goals with student
- Track their progress to measure outcomes
- Use them in conjunction with IEP for students to keep track of

Examples

Mini Lessons

- Curriculums for instruction and transition services to meet goals
- Self-Discovery elicits goals for the future
- Employability soft skills enhance workplace skills and development
- Time Management improves organization skills
- Team Building improves communication/relationship building
- College & Career guides towards work experiences
- Financial Literacy improves independent living skills

Examples

FlexLessons

- Lesson Building for completely individualized instruction
- Lesson templates for instruction and transition services to meet goals
 - Career planning
 - Postsecondary education
 - Career interests
 - Goal setting

Examples

Reports

- Measure and track student data
- Demonstrate progress through the years
- Provide supporting documentation
 - Time Spent
 - Assessments
 - Postsecondary Plan
 - Pop Quiz results
 - Career Journals

Benefits

- VJS can bridge the gap for students without access to exposure activities (small towns, rural areas, specific career interests)
- Useful for planning with new students
- Tracks progress
- Flexibility to meet goals
- Interfaces well with other tools, such as ONET and VocFit
- Specific curriculums and assessments for individualized support
- Can be used at varying age and preparation levels

Reminders

- Does not substitute IEP
- Does not meet every Indicator 13 requirement on its own
- Should not be used in place of accessible experiential tools
- Auditors might not be acquainted with the platform
- When wording goals, specific curriculums can't be named
 - “Web-based tools” not “Virtual Job Shadow”
- When reporting progress, specific tools can be named
- Indicator 13 fidelity is still up to you!



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