

Compliance Checklist for Secondary Transition

The State Performance Plan (SPP) is a required element of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. States must provide data for specific performance indicators. SPP Indicator 13 deal with secondary transition and specifically requires data collection on: Percent of youth with IEP's aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessment, transition services, including course of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the students transition needs. There also must be documentation that the student was invited to the IEP Team meeting where transition services are to be discussed and documentation 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.

Federal Compliance				
Item #	Requirement	Yes	No	N/A
1	Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	<input type="radio"/>	<input type="radio"/>	
Evidence	Evidence for this would be a IEP invite letter with student name listed in salutation ("Dear Student Name"), student file (phone log, note of verbal invite), and student interview to verify invitation (document interview). Upload to Illuminate to provide evidence.			
2	Is there evidence of prior consent of the parent or student, who has reached age of majority, to invite an agency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence	Evidence for this would be the Consent to Invite Community Agency to an Individual Educational Program Team Meeting form. Upload to Illuminate to provide evidence. For N/A, documentation that LEA determined that an outside agency was not likely to provide or pay for services at this time OR documentation that the parent or student, who has reached age of majority, denied consent or did not respond to requests for consent. This should be stated in IEP.			
3	Is there evidence that, if appropriate, a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited prior to the IEP Team meeting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence	Evidence for this would be an invitation (Ex. E-mail, phone log, etc.) that was sent to agency prior to the IEP. Upload to Illuminate to provide evidence. For N/A, documentation that the parent or student, who has reached age of majority, denied consent or did not respond to requests for consent OR documentation that LEA determined that an outside agency was not likely to provide or pay for services at this time.			
4a	Is there evidence of a postsecondary goal that is based on age appropriate transition assessments(s) for training ?	<input type="radio"/>	<input type="radio"/>	
4b	Is there evidence of a postsecondary goal that is based on age appropriate transition assessments(s) for education ?	<input type="radio"/>	<input type="radio"/>	
4c	Is there evidence of a postsecondary goal that is based on age appropriate transition assessments(s) for employment ?	<input type="radio"/>	<input type="radio"/>	
4d	Is there evidence of a postsecondary goal that is based on age appropriate transition assessments(s) and independent living skills, where appropriate ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence	Evidence for this would be a transition assessment (Ex. annual STAT-R scores with date of given) with the results listed on the IEP in one or more of the following areas: Anticipated Needs, PLAAFP, and/or Post-Secondary Goals. If postsecondary training and education goals are combined into one goal, mark yes for each.			
5a	Does the IEP include an appropriate measurable postsecondary goal in the area of training ?	<input type="radio"/>	<input type="radio"/>	
5b	Does the IEP include an appropriate measurable postsecondary goal in the area of education ?	<input type="radio"/>	<input type="radio"/>	
5c	Does the IEP include an appropriate measurable postsecondary goal in the area of employment ?	<input type="radio"/>	<input type="radio"/>	
5d	Does the IEP include an appropriate measurable postsecondary goal in the area of and independent living skills, where appropriate ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence	Evidence for this would be found in the postsecondary goals section of the IEP. Goals must be measurable and written with "After graduation, <u>student name</u> will". Providing the "will" the statement makes it a measurable goal.			
6	Are postsecondary goals updated annually?	<input type="radio"/>	<input type="radio"/>	
Evidence	Evidence for this can be found by providing the reviewed transition assessment (Ex. STAT-R) date. This should be listed in the IEP in the following sections: PLAAFP, Postsecondary Goals (Before statement: "After graduation, <u>student name</u> will"), or Anticipated Needs.			
7	Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?	<input type="radio"/>	<input type="radio"/>	
Evidence	Evidence for this will be found in the activity section of postsecondary goals. For each goal stated you must have a minimum of 1 activity to support it.			
8	Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary?	<input type="radio"/>	<input type="radio"/>	
Evidence	Evidence for this can be found on the IEP. Please consider present level of achievement when determining course of study.			
9	Are there annual IEP goals related to the student's transition services needs?	<input type="radio"/>	<input type="radio"/>	
Evidence	Evidence can be found at the end of the Annual Goal with statement that connects it to one or more of the student's postsecondary goals.			
10	Is there evidence that the student's needs, taking into account their strengths, preferences, and interests, were considered?	<input type="radio"/>	<input type="radio"/>	
Evidence	Evidence for this can be found in the IEP the following sections: PLAAFP, Anticipated Needs, and transition assessment results.			

**If postsecondary training and education goals are combined into one goal that meets the United States Department of Education, Office of Special Education Programs guidelines, mark yes for each. Please see the instructions for completing this document to determine whether training and education may be combined into one goal.*