

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 deals with secondary transition and specifically requires data collection on: 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 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"/>	<input type="radio"/>
2	Is there evidence of prior consent of the parent or student, who has reached the age of majority, to invite an agency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
4a	Is there evidence that postsecondary goals were based on age appropriate transition assessment(s) for training *?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4b	Is there evidence that postsecondary goals were based on age appropriate transition assessment(s) for education *?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4c	Is there evidence that postsecondary goals were based on age appropriate transition assessment(s) for employment ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4d	Is there evidence that postsecondary goals were based on age appropriate transition assessment(s) and where appropriate, independent living skills ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5a	Does the IEP include appropriate measurable postsecondary goals in the area of training *?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5b	Does the IEP include appropriate measurable postsecondary goals in the area of education *?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5c	Does the IEP include appropriate measurable postsecondary goals in the area of employment ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5d	Does the IEP include appropriate measurable postsecondary goals and where appropriate, independent living skills ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Are the postsecondary goals updated annually?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>	<input type="radio"/>
8	Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Is (are) the annual IEP goal(s) related to the student's transition services needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>	<input type="radio"/>

**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.*