

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 (Secondary Transition) specifically requires data collection on:

- Percent of youth with IEPs aged 16 and above with an IEP that includes
 - appropriate measurable postsecondary goals which are annually updated and based upon an age appropriate transition assessment,
 - transition services, including courses of study, which 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 the student was invited to the IEP Team meeting where transition services are to be discussed and
- When appropriate, evidence 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 Reporting Compliance					
Item #	Requirement	Yes	No	N/A	Potential area of need for TA under General Supervision (for ISD use – Not required)
1	Was the student invited to the IEP Team meeting where transition services were discussed?	<input type="checkbox"/>	<input type="checkbox"/>		
2	Was there prior written consent of the parent, or student who has reached the age of majority, to invite an agency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Was a representative of any participating agency likely to be responsible for providing or paying for transition services invited prior to the IEP Team meeting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Were the postsecondary goals based on age-appropriate transition assessment?	<input type="checkbox"/>	<input type="checkbox"/>		
5	Did the IEP include a measurable postsecondary goal?	<input type="checkbox"/>	<input type="checkbox"/>		Were there postsecondary goals in employment, education, training, and, if appropriate, independent living?
6	Were the postsecondary goals updated annually? <i>(If a student enrolled with an out-of-date IEP but the district held an IEP within 30 school days of enrollment, then mark "Yes".)</i>	<input type="checkbox"/>	<input type="checkbox"/>		
	Is a current IEP in place for this student?	<input type="checkbox"/>	<input type="checkbox"/>		
7	Did the IEP include transition services to reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>		
8	Did the IEP include courses of study to reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>		
9	Were there annual IEP goals related to the student’s transition services needs?	<input type="checkbox"/>	<input type="checkbox"/>		Did the annual goal relate to the transition services needs? Did the goal include a skill, baseline for the skill, target, and method of measurement?