

Data Collection Guidance

State Performance Plan Indicator 13 (SPPI 13) measures the percent of youth with Individualized Education Programs (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 service 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)).

The IEP includes measurable postsecondary goals. (§300.320) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the Admission, Review, and Dismissal (ARD) committee, and updated annually, thereafter the IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment, and where appropriate independent living skills.		
Items	Discussion/Notes and Guiding Questions	Sources of Information
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	A measurable postsecondary goal is a statement based on age-appropriate transition assessments that articulates what the student would like to achieve after high school, considering the student’s strengths, preferences, and interests. Measurable means it is countable and is an outcome, not a process. <ul style="list-style-type: none"> ✓ Can the goals be counted? ✓ Will the goals occur <i>after</i> the student graduates from school? ✓ Based on the information available about this student, do the postsecondary goals seem appropriate for this student? <ul style="list-style-type: none"> • If <u>yes to all three</u> guiding questions, then check YES • If a postsecondary <u>goal is <i>not</i></u> stated, check NO. 	<ul style="list-style-type: none"> • Interest inventories • Transition assessments • Other evaluation data • ARD documentation • Student/parent information

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<p>2. Are the postsecondary goals updated annually?</p>	<p>Postsecondary goals are addressed/updated in conjunction with the development of the current IEP.</p> <ul style="list-style-type: none"> ✓ If this is the student's <u>first IEP that addresses secondary transition services because the student just turned 16</u>, it is considered an update for purposes of this checklist, so check YES. ✓ Were the postsecondary <u>goals addressed / updated in conjunction</u> with the development of the current IEP? <ul style="list-style-type: none"> • If yes, then check YES. • If the postsecondary goals were <u>not updated</u> with the current IEP, check NO. 	<ul style="list-style-type: none"> • ARD documentation
<p>The IEP includes coordinated, measurable annual IEP goals. (§300.320) Coordinated, measurable annual IEP goals should be purposeful, connected, and integrated based on transition assessments and/or the Full Individual Evaluation considering the student's needs, strengths, interests, and preferences. Each goal should be measurable with a timeline including mastery criteria. The student's interests and preferences should be obtained prior to the ARD meeting date. All IEP goals should reasonably enable the student to meet the postsecondary goals.</p>		
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<p>3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?</p>	<p>Age-appropriate refers to chronological age. Transition Assessments should be related to education / training, employment, and independent living skills, when appropriate.</p> <ul style="list-style-type: none"> ✓ Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> • If yes, then check YES. • If no, then check NO. 	<ul style="list-style-type: none"> • Individual student assessments • Interest inventories, aptitude tests, interviews, etc. • Student / parent information

<p>The IEP includes transition services in the form of coordinated activities (§300.43) Transition services means a coordinated set of activities for a student with a disability that—</p> <p>(1) Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child's movement from school to post-school activities, and</p> <p>(2) Is based on the individual student's needs, considering the student's strengths, preferences, and interests.</p>		
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4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	<p>✓ Do the transition services that the student needs to reach the postsecondary goals include, as needed, <i>instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation?</i></p> <ul style="list-style-type: none"> • If yes, then check YES • If no, then check NO. 	<ul style="list-style-type: none"> • Progress monitoring • Report cards • Review of transition services • ARD documentation
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	<p>Course of study may be a 4 – 6-year plan that may need to be updated as the student progresses.</p> <p>✓ Do the transition services include courses of study that align with the student's postsecondary goals?</p> <ul style="list-style-type: none"> • If yes, then check YES • If no, then check NO. 	<ul style="list-style-type: none"> • ARD documentation • 4 - 6-year plan • Personal graduation plan
6. Is (are) there annual IEP goal(s) related to the student's transition service needs?	<p>At least one annual goal needs to address postsecondary goals. An annual goal could address multiple goals.</p> <p>✓ Is (are) there annual IEP goal(s) related to the student's transition service needs?</p> <ul style="list-style-type: none"> • If yes, then check YES • If no, then check NO. 	<ul style="list-style-type: none"> • ARD documentation

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<p>7. Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?</p>	<ul style="list-style-type: none"> ✓ For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the ARD meeting (e.g. a letter inviting the student to the meeting)? <ul style="list-style-type: none"> • If yes, then check YES • If no, then check NO. 	<ul style="list-style-type: none"> • Notice of ARD meeting • ARD documentation
<p>8. If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority?</p>	<ul style="list-style-type: none"> ✓ For the current year, is there evidence in the IEP that representatives of any of the following agencies / services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for the postsecondary goals? ✓ Was prior consent obtained from the parent (or student who has reached the age of majority)? <ul style="list-style-type: none"> • If <u>yes to both</u>, then check YES. • If <u>no invitation</u> is evident, and a participating <u>agency is likely to be responsible</u> for providing or paying for transition services, and there <u>was consent to invite</u> them to the ARD meeting, then check NO. • If it is <u>too early to determine</u> if the student will need outside agency involvement, or <u>no agency is likely to provide or pay</u> for transition services, check N/A. • If parent or individual student <u>consent (when appropriate) was not provided</u>, check N/A. 	<ul style="list-style-type: none"> • ARD meeting attendance • Notice of ARD meeting • Agency documentation