

Georgia Department of Education

Transition Documentation Instructions

Refer to the Transition Documentation Checklist

Adapted from the National Secondary Transition Technical Assistance Center's Instructions for Completing NSTTAC Indicator 13 Checklist

Checklist

Numbers

1-3 Is there a measurable postsecondary goal(s) that covers education or training, employment, and as needed, independent living?

- a. Look at the Transition Plan.
- b. Find the postsecondary goal(s) for this student.
- c. If there are measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, check the box (es) (✓).
- d. If there are postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, but not measurable, leave the box (es) blank.

4 Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

- a. Find the annual goals in the IEP (Transition Plan).
- b. For each postsecondary goal, if there is an annual goal or short term objective included in the IEP (Transition Plan) that will help the student make progress towards the stated postsecondary goal, check (✓) the box.
- c. For each postsecondary goal, if there is no annual goal or short term objective included in the IEP (Transition Plan) that will help the student make progress towards the stated postsecondary goal, leave the box blank.

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

- a. Find where the information relates to the assessment on the Transition Plan.
- b. For each postsecondary goal, is there evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s)? If so, put a check (✓) in the box.
- c. For each postsecondary goal, if there is no evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s), leave the box blank.

6 Are there transition services/activities in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

- a. Find where the transition services/activities are listed on the Transition Plan.
- b. For each postsecondary goal, if there is (a) training and education (b) related services (c) community experience (d) employment (e) post school adult living objective (f) if appropriate, acquisition of a daily living skill(s), or (g) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal through services and activities check (✓) the box.

Note: There must be one for (a) and (d) and as appropriate (b), (c), (e), (f), or (g).

- c. For each postsecondary goal, if there are no services/activities for (a) training and education (d) employment listed in association with meeting the postsecondary goal leave the box blank.

- 7 Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?**
- Locate the course of study.
 - Does the course of study listed align with the student's identified postsecondary goal(s)? Put a check (✓) in the box if it aligns.
- 8 Was the student invited to the meeting?**
- Locate documentation of student invitation. Check (✓) the box if located.
- 9 For transition services that are likely to be provided or paid for by the other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency (ies) were invited to the IEP meeting?**
- Find where persons responsible and/or agencies are listed on the IEP (Transition Plan).
 - Are there transition services listed on the IEP (Transition Plan) that are likely to be provided or paid for by an outside agency? If yes, continue. If no, put NA.
 - Is it too early to determine if this student will need outside agency involvement? If yes, put NA.
- 10 Was parent consent or child consent (once the student is the age of majority) to invite an outside agency (ies) obtained?**
- If yes, continue with the next question. If "not needed", put an NA in the box. If no, leave the box blank.
 - If transition services are likely to be provided by an outside agency and if consent was obtained, is there evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition: postsecondary education, vocational education, integrated employment (including supportive employment, continuing and adult

education, adult services, independent living or community participation for this postsecondary goal? If yes, check (✓) the box.

All Areas in Compliance: last box

- a. If all checks or NAs are in the boxes, check (✓) in the box “All Areas of Compliance”.
- b. If one or more blanks are present, then the Transition Plan “Does Not Meet Compliance”.