

VC SELPA
Transition to Adult Life
Compliance Checklist

Compliance Item #	Compliance Standard Area	Compliance Test	SELPA Guidance	Student Initials				
3-6-1	Course(s) of study	The IEP notes courses of study that support student's transition goals.	<ul style="list-style-type: none"> • Does the IEP note whether or not student is diploma – bound, vocational coursework, etc.? • Does it note specific courses that must be taken to achieve their Post-school Outcomes? (New on form) 					
3-6-2	Transition services	Transition services include instruction, community experiences, employment or other post-school objectives, related services and if appropriate, daily living skills or functional vocational evaluations which improve academic and functional achievement to facilitate movement from school to post-school.	<ul style="list-style-type: none"> • Does the IEP note <u>at least one</u> transition service for every <u>annual goal</u> related to transition (and more if appropriate)? • Are there activities noted for the services? • Does every student in the Work Ability or TPP programs have an annual goal and service related to career/vocational or educational training with TPP or WAP noted as the provider, as appropriate? 					
3-6-2.1	Postsecondary Goals and services	The student's Postsecondary Goals are documented in the IEP and the transition services must support those goals.	<ul style="list-style-type: none"> • Do you have Post-school Outcomes based on the student's interests and dreams? • Do the Annual Goals and services address the Post-school Outcomes? 					

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3-6-2.12	At least two Postsecondary Goals based on assessments.	The IEP contains measurable Postsecondary Goals based on age appropriate transition assessments related to training or education, employment, and where appropriate independent living skills.	<ul style="list-style-type: none"> • Does the IEP show that at least one career interest and one skill assessment was given? • Were there other assessments given, if appropriate? • Are there Post-school Outcomes in the areas of Independent Living and Employment? • If the student plans to attend college or vocational training is there a Post-school Outcome in that area? • Did you indicate the number of years after leaving school each Post-school Outcome is to be achieved? • If the student has “no preference” about employment did you check “Annual Goal Needed” and write an Annual Goal for career exploration? 					
3-6-2.2	Annual Review	The IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, is reviewed annually.	<ul style="list-style-type: none"> • Is there evidence that a new IEP is written each year? • Are there new transition assessments given each year? • Do the Post-school Outcomes change each year based on experiences and exploration as a result of transition services and goals? 					

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3-6-2.4	Transition Services Documented	The IEP contains transition services that are based on the individual student's needs taking into account the student's preferences and interests.	<ul style="list-style-type: none"> • Are the Annual Goals based on the areas of need from the Post-school Outcomes? • Is there are least one transition service for each Annual Goal? 					
3-6-2.5	Transition Services	The IEP includes a statement of needed transition services in all required areas.	<ul style="list-style-type: none"> • Have you checked "Annual Goal Needed" and written an Annual Goal for every Post-school Outcome in which the students needs more help? (Must be at least one) • In the "Description" area of the Annual Goal did you explain <u>why</u> the goal is needed and how it addresses the Post-school Outcome? • Did you note current <u>baseline</u> for the goal from which the Annual Goal will be measured? • Did you note at <u>least one</u> service for each Annual Goal? 					
3-6-2.5.6	Interagency Responsibilities	The IEP includes a statement of needed transition services and interagency responsibilities.	<ul style="list-style-type: none"> • Did you note which agency (ies) the student is a client of, if any? • Did you note if a referral is needed at this time, and who will make the referral? • Is there evidence that the referral was made? 					

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3-6-3	Reconvening IEP team if another agency fails to provide service.	The IEP is reconvened if another agency did not provide transition services as specified.	<ul style="list-style-type: none"> • Do you have a system for tracking other agency(ies) services noted on the IEP? • Do you reconvene the IEP to address needs if another agency fails to provide agreed upon services ? 					
3-6-4	Record of efforts to obtain participation of required agency representatives.	The district uses alternative methods to obtain agency participation in the development of transition services if the invited agency representative cannot attend.	<ul style="list-style-type: none"> • Does your IEP meeting notice indicate the invitation of outside agency representatives who may be providing transition services? • For agency representatives who cannot attend the IEP meeting, did you note how their input was obtained? 					
3-6-5	Exit Summary	The district provides the student whose eligibility has terminated due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE, with a summary of their academic achievement and functional performance which includes recommendations on how to assist the student in meeting their Postsecondary Outcomes.	<ul style="list-style-type: none"> • Do you do an Exit Summary on every student who: <ul style="list-style-type: none"> - Graduates with a regular diploma (not Certificate of Completion of Vocational Certificate) - Turns 22 - Is over 18 and leaves school? • Do you update the summary of achievement and performance (from the present levels)(page one), to reflect progress? • Do you recommend services and supports for each of their Post-school 					

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			<p>Outcomes? (page 2)</p> <ul style="list-style-type: none">• Do you recommend adult agencies to support them (page 2) and circle the local branches of each agency (page 3) they may choose to access?• Do you give them a copy of the Exit Summary and send one to the CASEMIS clerk?					
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