

**Public Education Agency (PEA) Improvement Plan
Secondary Transition**

If your agency is required to complete a self-assessment analysis or a drill down addressing this same component through the Exceptional Student Services monitoring system, you may submit that completed analysis in lieu of this document.

Respond to all of the following items:

1. Forms

Do current IEP forms facilitate and document compliance of all the required components for secondary transition? YES NO

Do the IEP forms include these required components?

- Documentation of measurable postsecondary goals in the areas of education/training and employment, and when appropriate, independent living skills. YES NO
- Documentation that measurable postsecondary goals are updated annually. YES NO
- Documentation that the measurable postsecondary goals are based upon age-appropriate transition assessment(s). YES NO
- Documentation of at least one transition service or activity that focuses on improvement of the academic and functional achievement of the student to facilitate movement from school to post-school as identified in the measurable postsecondary goals. YES NO
- Documentation of courses of study that focus on improving the academic and functional achievement of the student to facilitate the movement from school to post school. YES NO
- Documentation that measurable postsecondary goals are updated annually. YES NO
- Documentation that the student who is at least 16 years of age is invited to the IEP meeting when postsecondary transition services are being discussed. YES NO
- Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting after consent from the parent or student who has reached the age of majority is obtained. YES NO

2. Personnel

- a. What level of knowledge does the PEA staff have with regard to the procedures for completing all of the transition components?
- b. Document the years of experience of the staff who work with students aged 16 years and older.
- c. Describe the professional development opportunities related to secondary transition offered within your PEA.

- d. Describe the number and types of trainings, conferences, and course work in which staff has participated outside your PEA.
- e. Determine if the staff responsible for the required components attended available professional development
- f. Describe the involvement of personnel in transition planning and development. Has your PEA designated one or more individuals to assume this responsibility? In what manner do the PEA staff members communicate with one another in other departments in regard to transition planning? What working relationships are established between your PEA and the ADE/ESS specialist and/or ADE/ESS secondary transition specialist?

3. *Site Specifics*

- a. Is there any inconsistency in the levels of compliance among school sites? YES NO
- b. If yes, identify the specific factors that may have contributed to the number of compliant or noncompliant student files at each site and determine whether or not it is a site-specific or a district-wide compliance issue.

4. *Resources*

What transition resources has the PEA identified and employed?

5. *Summary*

Document your conclusions related to the above analysis.

6. *Technical Assistance*

Describe any supports or technical assistance your agency used to help address the identified issues.