

Secondary Transition Checklist for Administrators

Indicator B13 with Indicator B14 Predictors Embedded

Participation

- ☐ Student
- ☐ IDEA Parent ([consider Age of Majority implications](#))
- ☐ General Education Teacher(s)
- ☐ Special Education Teacher(s)
- ☐ LEA Representative
 - qualified to provide or supervise the provision of, specially designed instruction
 - knowledgeable about the general education curriculum
 - knowledgeable about the availability of resources of the public agency
- ☐ Partner agencies providing transition services (with appropriate consent)
 - Vocational Rehabilitation
 - Medicaid Waiver Case Manager and Providers
 - Other community agency: _____
- ☐ Individual who can interpret the instructional implications of evaluation results, who may be a member of the team already identified
- ☐ Any others who have knowledge or special expertise regarding the student, including related service providers, at discretion of LEA or IDEA Parent/Student
- ☐ B14 Predictors: Interagency Collaboration, Parent Expectations, Parent Involvement, Self-Advocacy/Self Determination, Youth Autonomy/Decision Making

Assessment

The IEP documents that each postsecondary expectation (PSE) area of living, learning, and working has been sufficiently assessed and information used as the basis of transition planning:

- ☐ Strengths, interests, and preferences related to each PSE area
- ☐ Current level of performance related to each PSE area
- ☐ Effects of the disability related to each PSE area
- ☐ Needs and concerns related to each PSE area
- ☐ B14 Predictors: Self-realization, Career Awareness, Self-determination/Self-advocacy, Psychological Empowerment

Postsecondary Expectations (PSEs)

- ☐ The PSE for living projects beyond high school, is consistent with available assessment information and is observable.
- ☐ The PSE for learning projects beyond high school, is consistent with available assessment information and is observable.

- The PSE for working projects beyond high school, is consistent with available assessment information and is observable.
- B14 Predictors: Goal Setting, Parent Expectations, Psychological Empowerment, Self-determination/Self-advocacy, Student Support

Course of Study and Courses, Activities, Services, Supports, Accommodations

- The course of study (CoS) projects courses and activities, including linkages specific for the student to pursue the PSEs.
 - Plan for earning a diploma, or Certificate; progress towards completion, and expected date of completion.
 - Necessary modifications to requirements.
- The annual goals represent relevant skills/behaviors which are well-aligned with the transition assessment information and are priorities for the student's postsecondary expectations.
- There are services, supports or activities for every NEED identified in the PLAAFP as a priority for this year.
- B14 Predictors: Program of Study, Career Technical Education, Community Experiences, Exit Exam Requirements/High School Diploma Status, Paid Employment/Work Experience, Work Study, Occupational Courses, Inclusion in General Education, Self-Care/Independent Living Skills, Self-Advocacy/Self Determination, Social Skills, Technology Skills, Transition Program, Travel Skills.

Reference

[Proven Predictors of Post-School Success](#) – Includes an operational definition, program characteristics and levels of evidence for each predictor.