



Instructions for Completing the State Performance Plan (SPP)
Indicator 13: Secondary Transition Compliance Protocol 2024-25

MONITORING PRIORITY: Effective General Supervision of Part B/Effective Transition

COMPLIANCE INDICATOR: Percent of youth with individual educational plans (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 services 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))

BACKGROUND

This document addresses the requirements specific to SPP Indicator 13: Secondary Transition. As such, it must be used in conjunction with the protocol when conducting a comprehensive individual educational plan (IEP) review.

The Individuals with Disabilities Education Act (IDEA) and the implementing regulations of Title 34, section (§) 300.320(b), Code of Federal Regulations (C.F.R.), require that IEPs for students age 16 years, or younger if determined appropriate by the IEP team, address the areas of education; training; employment; and, where appropriate, independent living.

For each standard, refer to the guidance provided in this document when determining if the standard is met. Some standards include multiple components.

T16-1

The student was invited to the IEP team meeting. If the student does not attend the IEP team meeting, the public agency must take other steps to ensure that the student’s preferences and interests are considered.
(34 C.F.R. § 300.321(b)(1)-(2))

GUIDELINES

Review the notice to determine if the student was invited. Examples of documentation include a salutation on the notice that includes both the student and the parent or a separate notice provided to the student. If there is no evidence the student was invited, review the participant section of the IEP.

INSTRUCTIONS

- ✓ Mark “yes” if the student was invited or in attendance.
- ✓ Mark “no” if the student did not attend and there is no documentation that the student was invited.

Measurable Postsecondary Goals and Transition Services: Measurable postsecondary goals related to education, training and employment are required for all students ages 16 years and older. A measurable postsecondary goal for independent living is required only for those students for whom the IEP team has

determined it is appropriate. Note that for the following section of the review there are four response rows, one for each of the areas addressed by IDEA. Respond to each of the following items as they relate to each designated area.

T16-2

There are measurable postsecondary goals in the designated areas (i.e., education, training, employment, and, where appropriate, independent living skills). (34 C.F.R. § 300.320(b)(1); Rule 6A-6.03028(3)(h)9.a., Florida Administrative Code (F.A.C.))

GUIDELINES

Each measurable postsecondary goal must meet the following requirements:

- Be measurable; you must be able to “count it” or observe it.
- Be intended to occur after the student graduates from school.
- Include a time frame.
- Be updated annually. The goal need not be revised, but should be reviewed to ensure that it continues to be appropriate and accurate.

Phrases such as “[The student] plans to ..., wants to ..., is thinking about ..., has expressed an interest in ...” are not measurable. The goals should reflect outcomes, not activities or steps toward a goal. For example, “applying for vocational rehabilitation services” is a step toward achieving a goal, not the postsecondary goal itself. Be certain that postsecondary goals reflect post-school outcomes, not goals to be achieved while enrolled in the local educational agency (LEA). A “measurable postsecondary goal” is not the same as a “desired post-school outcome.”

“The IDEA and its implementing regulations do not define the terms ‘training’ and ‘education.’ However, the areas of training and education can reasonably be interpreted as overlapping in certain instances. In determining whether postsecondary goals in the areas of training and education overlap, the IEP Team must consider the unique needs of each individual student with a disability, in light of his or her plans after leaving high school. If the IEP Team determines that separate postsecondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP Team can combine the training and education goals. However, the guidance we are providing is not intended to prohibit the IEP Team from developing separate postsecondary goals in the areas related to training and education in a student’s IEP, if deemed appropriate by the IEP Team, in light of the student’s postsecondary plans. On the other hand, because employment is a distinct activity from the areas related to training and education, each student’s IEP must include a separate postsecondary goal in the area of employment, in addition to at least one postsecondary goal in the areas of training and education.... A student’s IEP must include a separate postsecondary goal in the area of independent living skills, where appropriate.”

September 26, 2011, OSEP Letter to Commonwealth of Virginia Department of Education Special Education and Student Services Assistant Superintendent H. Douglas Cox, Retrieved <http://www2.ed.gov/policy/speced/guid/idea/letters/2011-3/index.html> and Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved https://sites.ed.gov/idea/files/Transition.QA_September_2011_FINAL.pdf.

INSTRUCTIONS

- ✓ Mark “yes” in the appropriate row if there is a measurable postsecondary goal in each area.
- ✓ Mark “no” in the appropriate row if there is not a measurable postsecondary goal in a specific area.
- ✓ Mark “n/a” in the appropriate row if no postsecondary goal is required for independent living.

T16-3

The measurable postsecondary goals were based on age-appropriate transition assessments in the designated areas (i.e., education; training; employment; and, where appropriate, independent living skills).

(34 C.F.R. § 300.320(b)(1))

GUIDELINES

Review the IEP and other available components of the student’s record to determine if information from age-appropriate transition assessments has been considered in developing measurable postsecondary goals.

Transition assessment information must be age appropriate; gathered over time; reflect the student’s strengths, interests and preferences; and contain information from multiple sources. Consider statewide, standardized assessment, Florida Alternate Assessment (FAA), college entrance tests, self-determination assessments, interest inventories, personality or preference tests, career assessments and situational assessments. Ask the following question: “Is the age-appropriate transition assessment information reflected in the IEP sufficient to support this student’s measurable postsecondary goals?”

INSTRUCTIONS

- ✓ Mark “yes” if there is evidence of information from an age-appropriate transition assessment related to that area.
- ✓ Mark “no” if there is no evidence of information from an age-appropriate transition assessment related to that area.
- ✓ Mark “n/a” in the appropriate row if no postsecondary goal is required for independent living.

T16-4

The IEP includes measurable annual goals, including academic and functional goals that are related to the student’s transition service needs. The annual goals should be designed to meet the student’s needs that result from the disability to enable the student to be involved in and make progress in the general education curriculum, and also to meet the student’s other needs that result from the disability. Benchmarks or short-term objectives must be included for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability as determined by the IEP team.

(34 C.F.R. § 300.320(a)(2); Rule 6A-6.03028(3)(h)2. and 3., F.A.C.)

GUIDELINES

Review the IEP to determine if there are measurable annual goals or short-term objectives or benchmarks, if applicable, that will help the student make progress toward the stated postsecondary goals.

Short-term objectives or benchmarks must be included for students with the most significant cognitive disabilities who are instructed using the access points-alternate academic achievement standards and take alternate assessments. Short-term objectives or benchmarks may be developed for any other student with a disability as determined by the IEP team.

For an annual goal to be measurable, it must have an explicit, observable behavior (what the student will do), conditions (specific circumstances or assistance that will affect performance or behavior), and criteria (what will be measured and how well the student must perform).

There does not need to be a separate measurable annual goal for each postsecondary goal. It is logical that, when writing (or reviewing), the IEP team should ask “what postsecondary goal(s) does this measurable annual goal support?” The IEP team should also ask “what measurable annual goals are needed to help this student achieve the postsecondary goal(s)?”

INSTRUCTIONS

- ✓ Mark “yes” in the appropriate row if there is a measurable annual goal or short-term objective or benchmark, if applicable, included in the IEP that will help the student make progress toward the stated postsecondary goal.
- ✓ Mark “no” in the appropriate row if there is no measurable annual goal or short-term objective or benchmark, if applicable, included in the IEP that will help the student make progress toward the stated postsecondary goal.
- ✓ Mark “n/a” in the appropriate row if no postsecondary goal is required for independent living.

T16-5

There are transition services on the IEP to assist the student in reaching the measurable postsecondary goals.
(34 C.F.R. § 300.320(b)(2); Rule 6A-6.03411(1)(nn), F.A.C.)

GUIDELINES

Review the IEP to determine if a type of instruction, related services, community experience, or development of employment and other post-school adult living objectives are included. If appropriate, determine if acquisition of daily living skills and provision of a functional vocational evaluation are listed in association with meeting the postsecondary goals.

Locate the section of the IEP that includes the student’s postsecondary goals. For **each** of the postsecondary goal areas, check to see if one or more of the following are addressed in the measurable annual goals or in other components of the IEP in association with meeting the postsecondary goals:

- Instruction
- Related services
- Community experiences
- Development of employment and other post-school adult living objectives
- Acquisition of daily living skills
- Provision of a functional vocational evaluation

Transition services may be addressed through the development of measurable annual goals or short-term objectives or benchmarks, if applicable, special education services, related services, program modifications or supports for school personnel, supplementary aids and services, or statewide and LEA-wide assessment accommodations or modifications.

INSTRUCTIONS

- ✓ Mark “yes” in the appropriate row if one or more postsecondary goal is evident.
- ✓ Mark “no” in the appropriate row if no postsecondary goal is evident.
- ✓ Mark “n/a” in the appropriate row if no postsecondary goal is required for independent living.

T16-6

The transition services include course(s) of study needed to assist the student to reach the postsecondary goal(s).
(34 C.F.R. § 300.320(b)(2))

GUIDELINES

The courses of study describe the student's instructional program and experiences. Examples include the following:

- Participation in Advanced Placement courses
- Participation in courses that provide community-based experiences to help the student acquire adult living and employment skills

Review the IEP to determine whether the student's courses of study align with the student's identified postsecondary goals.

INSTRUCTIONS

- ✓ Mark "yes" if the student's courses of study align with the student's identified postsecondary goals.
- ✓ Mark "no" if the student's courses of study do not align with the student's identified postsecondary goals or if there is no course of study identified.
- ✓ Mark "n/a" in the appropriate row if no postsecondary goal is required for independent living.

T16-7

The LEA obtained consent from the parent, or from the student whose rights have transferred, prior to inviting to the IEP team meeting a representative of an agency likely to provide or pay for transition services. (34 C.F.R. § 300.321(b)(3); Rule 6A-6.03028(3)(c)9., F.A.C.)

GUIDELINES

If an agency representative was invited, review the folder for evidence that the parent or adult student provided consent. A separate consent must be obtained from the parents or a student who has reached the age of majority for **each** IEP team meeting if a representative of an agency is likely to provide or pay for transition services. Consent must be obtained before a representative of any participating agency that is likely to be responsible for providing or paying for transition services can be invited to the meeting.

Notice cannot be provided to agency representatives prior to the LEA's receipt of parent consent or consent from the student whose rights have transferred. Consent may be documented on the notice of the IEP team meeting, **as long as the notice was not sent to the agency representative prior to receipt of the consent**, or on another form prior to receipt of the consent.

INSTRUCTIONS

- ✓ Mark "yes" if either of the following is true:
 - Consent is evident.
 - The parent initiated the invitation.
- ✓ Mark "no" if both of the following are true:
 - Timely consent is not evident.
 - The agency representative was invited.
- ✓ Mark "n/a" if an agency representative was not invited to the meeting.

T16-8

If transition services are likely to be provided or paid for by another agency, a representative of the agency was invited to participate in the IEP team meeting. (34 C.F.R. § 300.321(b)(3); Rule 6A-6.03028(3)(b)3.b., F.A.C.)

GUIDELINES

For **each** of the postsecondary goal areas, review the IEP to determine if there are transition services included that will likely be provided or paid for during the current year by any agency other than the school LEA.

If agency participation is expected, review the notice of the meeting and the participant section of the IEP or other documentation to determine if an agency representative was invited.

It is important that the IEP team begin discussing possible agency involvement early. In some cases, agencies may need to be invited to an IEP team meeting when the student is 16 or younger. In other cases, it may be determined that, although communication with the agency or between the family and the agency is required, it is not necessary to invite an agency representative to participate in an IEP team meeting until closer to the time the student exits. LEAs are encouraged to work with their interagency councils to determine when agencies need to be invited for students who do not have immediate needs from agencies but will need services post-school.

INSTRUCTIONS

- ✓ Mark “yes” if an agency representative is included on the notice of the meeting or if an agency representative attended the meeting.
- ✓ Mark “no” if there is no evidence that the LEA attempted to invite the agency representative.
- ✓ Mark “n/a” if either of the following is true:
 - No agency is likely to provide or pay for transition services for one or more of the postsecondary goals during the current year.
 - The LEA sought consent from the parent to invite an agency representative, but consent was not given.

T16-9

The IEP includes appropriate measurable postsecondary goals that are annually reviewed 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 services 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. (34 C.F.R. §§ 300.320(b)-(c) and 300.321(b); Rule 6A-6.03028(3)(b)-(c) and (h), F.A.C.)

INSTRUCTIONS

- ✓ Mark “yes” if standards T16-1 through T16-8 are all marked “yes” or “n/a.”
- ✓ Mark “no” if one or more of standards T16-1 through T16-8 are marked “no.”