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**Indicator 13: What LEAs Need to Know for CMCI**

**File Review Prep Guide**

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| **Regulation 289** |
| **Evidence that measurable postsecondary goal(s) were based on age appropriate transition assessment (from ER, RR and or IEP Present Levels)** | Is there evidence in the IEP that assessment data was used to determine the post-secondary goals?* Yes
* No
 | Do your teachers typically write postsecondary goals based on age appropriate transition assessments?* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure that teachers utilize age appropriate assessment when writing postsecondary goals?
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| **Regulation 246** |
| **Transition planning and services – if appropriate, evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or students.** | Is there evidence in the IEP that agencies were considered for this student?* Yes
* No
 | Do your teachers typically have documentation of agencies being invited to IEP meetings with prior consent by the parents?* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure your teachers document agencies being invited to IEP meetings?
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| **Regulation 247** |
| **Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)** | Is transition planning and/or services box checked?* Yes
* No

Is the student’s name listed in the box under IEP Team Meeting – Invited IEP Team Members (or is there an IEP addressed to student)?* Yes
* No
 | Are your teachers aware and have they been trained in the new IEP invitation letter?* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure your teachers are trained and understand the expectations of inviting a student 14 years of age and older to the IEP meeting
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**Ensuring Success and Compliance in Secondary Transition**

**File Review Prep Guide**

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| **Regulation 245** |
| **Transition planning and services – Invitation to PARENT is checked (age 14, or younger if determined appropriate)** | Is transition planning and/or services box checked?* Yes
* No
 | Are your teachers aware and have they been trained in the new IEP invitation letter?* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure your teachers are trained and understand the expectations of inviting a student 14 years of age and older to the IEP meeting
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| **Regulation 288** |
| **If the student’s IEP required participation in CTE program, was the CIP code completed?** | Is CIP Code Listed?* Yes
* No
* N/A
 | Are your teachers aware of where to find CIP codes for CTE programs?* Yes
* No If no, what can you do (either prior to or after monitoring) to increase awareness?
 |
| **Regulation 290** |
| **An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed independent living** | Is there evidence that there are postsecondary goals written in all three areas (education/ training, employment and independent living)?* Yes
* No
 | Do your teachers typically have postsecondary goals written for the three areas?* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure your teachers address all three postsecondary areas?
 |
| **Regulation 291** |
| **Evidence that the postsecondary goal or goals that covers education or training, employment, and as needed, independent living are updated annually** | Is there evidence that the student’s postsecondary goals are updated annually? Where?* Yes
* No
 | Do your teachers typically write postsecondary goals that are updated annually?* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure your teachers update students’ postsecondary goals annually?
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**Ensuring Success and Compliance in Secondary Transition**

**File Review Prep Guide**

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| **Regulation 292** |
| **Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service** | Is there evidence in your IEP that location, frequency, projected beginning date, anticipated duration and person responsible for each activity and service are listed?* Yes
* No
 | Do your teachers typically fill out all of the necessary parts of the transition grid for each of the services/activities listed in the IEP? * Yes
* No If no, what can you do (either prior to or after monitoring) to ensure your teachers address all of these areas?
 |
| **Regulation 292a** |
| **Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goals(s).** | Is there evidence in your IEP that the course of study reasonably enables the student to meet his/her postsecondary goal(s)?* Yes
* No
 | Do the courses of study typically listed in the students’ IEPs reasonably enable the students to meet their postsecondary goal(s)?* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure that teachers list courses of study that enable students to meet their postsecondary goals?
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| **Regulation 292b**  |
| **Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goals** | Is there evidence that there is alignment between the services and activities listed in the transition grid and the postsecondary goals?* Yes
* No
 | Do the transition services typically listed in the students’ IEPs reasonably enable them to meet their postsecondary goal(s)?* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure that the transition services enable students to meet their postsecondary goals?
 |
| **Regulation 292C** |
| **Annual goals are related to the student’s transition services** | Is there evidence that there is alignment between the services and activities listed in the transition grid and the postsecondary goals?* Yes
* No
 | Are annual goals typically related to the students’ transition services* Yes
* No If no, what can you do (either prior to or after monitoring) to ensure that the annual goals are related to students’ transition services?
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