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| **Data Review** | Review current IEPs to determine whether they facilitate and document compliance of all of the required components that support the articulated goals and whether the planning will reasonably enable the student to meet the postsecondary goals. | Determine whether there is any inconsistency in the levels of compliance among school sites. If so, identify specific factors that may have contributed to the number of compliant or noncompliant student files at each site. Is this a site-specific compliance issue or a district-wide compliance issue?  | Identify the number and types of trainings, conferences, and course work in which staff have participated outside of the PEA. List the professional development opportunities related to transition offered within the PEA.  | Determine whether the PEA has identified transition resources, including age-appropriate assessments. List the resources currently being utilized and develop a list of other possible resources that could facilitate transition planning.  | Review professional development opportunities attended by staff responsible for the required transition components.  |
| Findings |       |       |       |       |       |
| Evidence |       |       |       |       |       |
| **Supports and Services** | Determine whether the PEA staff is knowledgeable about the procedures necessary for completing all required transition components.  | Identify the years of experience for each special education staff member working with students 16 years of age and older.  | Examine the involvement of personnel in transition and development. Has the PEA designated one or more individuals to assume this responsibility?  | Describe the manner in which the PEA staff communicates with each other across departments in relation to transition planning.  | Describe the manner in which PEA personnel have interacted with their ADE/ESS specialist and/or Secondary Transition specialist. If no working relationships have been established, describe steps that will be taken to ensure such partnerships.  |
| Findings |       |       |       |       |       |
| Evidence |       |       |       |       |       |

**Action Plan**

Problem Statement(s):

Actionable Cause(s):

Goal: