



DIVISION OF EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES (DEI/SES) INDIVIDUALIZED EDUCATION PROGRAM (IEP) COMPLIANCE AND BEST PRACTICE STANDARDS SECONDARY TRANSITION PROCESS PERFORMANCE INDICATORS

When **developing, implementing, and evaluating IEPs**, the IEP Team must consider the student’s present levels of performance, the effectiveness of instruction, the student’s previous rate of academic growth, the student’s progress toward grade-level proficiencies, any behaviors impacting the student’s progress, any additional information, and input provided by the student’s family. For a student **fourteen years old and older**, the IEP team must consider the student’s **postsecondary interests**, assessed **strengths and needs, employment experiences**, and **coursework** experienced while in school. In addition to ensuring the student participates in their secondary transition process and engages in **self-advocacy opportunities**, the IEP Team must also consider the **outside agencies and partners** that can provide further **postsecondary education** opportunities and/or **work experiences** for the student, **input from parents/guardians**, and **postsecondary education and training** options.

The Maryland State Department of Education offers the Secondary Transition Process Performance Indicators to assist local school systems (LSSs) and public agencies (PAs) in examining the extent to which IEPs are both **compliant** and reflect **best practices** for children and youth with disabilities and their families, the two pillars of **performance**. This document presents an overview of each component of the Secondary Transition planning process followed by **compliance indicators** and **best practices** based on national literature and current practices in Maryland, other States and the National Technical Assistance Center on Transition (NTACT).

The following resources and materials further support the implementation of the secondary transition process with fidelity:

- *The Implementation Guide for Co-Developing, Co-Implementing, and Co-Evaluating Secondary Transition Plans*- additional rationale and guidance on evidence-based practices and predictors
- The *MSDE Technical Assistance Bulletin #18-04 Secondary Transition*—legal/policy and implementation of secondary transition planning process with fidelity
- The *Predictors of Post-School Success* – 20 practices and predictors identified through research by the National Technical Assistance Center on Transition (NTACT); these practices and predictors are crucial components to support effective transition planning and correlate with improved post-school outcomes
- The *Secondary Transition Planning Guide for Individuals with Disabilities*- additional guidance to effectively support the Secondary Transition planning process

This Tool is intended to serve as a means for LSSs and schools to identify areas of strength and areas for improvement in both indicators of performance: compliance and best practice. Results can be used to guide reflective coaching and conversations to build personnel and infrastructure capacity.

Compliance Indicators Scoring:

- 0 = The IEP (secondary transition) component is noncompliant
- 1 = The IEP (secondary transition) is compliant

Best Practice Indicators Scoring:

- 0= No evidence of best practice
- 1 = Some/emerging evidence of best practice(s)
- 2 = Full implementation of best practice(s)

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Component Overview	Compliance Indicator	Compliance Rating (0-1)	Best Practice Indicator(s)	Best Practice Rating (0-1-2)
<p>The written notice indicates that the purpose of the meeting is to consider postsecondary goals and transition services and identifies other agencies that may be invited to send a representative.</p>	<p>1. The written notice of the IEP Team meeting indicates that a purpose of the meeting is an annual review or is to address postsecondary goals and transition services.</p> <p>34 CFR §300.322(b)(2)(i)(A) COMAR 13.A.05.01.07D(5)(a)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>LSSs should utilize internal monitoring processes to ensure that the consideration of secondary transition services is specifically noted on the IEP Team invitation as a purpose of the IEP Team meeting.</p> <div data-bbox="1346 527 1755 764" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white; text-align: center;"> <p>Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Student Support </div>	
<p>Parents are invited to the IEP Team meeting. If neither a parent or legal guardian can attend the meeting, other methods are used to ensure their participation, including video conferencing or teleconference calls.</p> <p>At least once a year, the IEP Team provides parents and families with a copy of the Secondary Transition Planning Guide for Individuals with Disabilities. The date upon which the document was provided is recorded.</p> <p>The Secondary Transition Planning Guide for Individuals with Disabilities must be signed by parents EVERY year.</p>	<p>When a purpose of the IEP Team meeting is to consider postsecondary goals and the transition services needed to assist the child in reaching those goals, the IEP Team shall ensure the parent is invited.</p> <p>34 CFR §300.321(a)(1) COMAR 13.A.05.01.07A(1)(a)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>The LSS engages parents prior to their student’s age of eligibility for agency services to explain the types of services available. This engagement is accomplished by introducing families to agency representatives, allowing families to be more informed and prepared for the IEP Team meeting.</p> <p>Parents provide input on the development of the postsecondary goals and transition activities and encouraged to share their vision for their child’s future before the draft IEP is finalized.</p> <p>LSSs must ensure that the Transition Plan is individualized such that the entire IEP Team, including the student, <u>parent</u>, and the staff member most familiar with the student, contributes to the development of the Transition Plan.</p>	

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			<p>LSSs will limit the use of acronyms, abbreviations, and technical jargon when communicating with parents.</p> <div data-bbox="1306 488 1770 743" style="border: 2px solid #e91e63; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white; margin-top: 10px;"> <p>Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Parent/Family Involvement and Engagement </div>	

<p>The student is invited to all annual IEP Team meetings at which the Transition Plan will be discussed and is included on the IEP Team meeting notice.</p> <p>The IEP Team documents and informs the student of their rights under IDEA before they reach the age of majority.</p> <p>The LSS conducts annual interviews with the student to gather input on the student's aspirations, interests, talents, and goals in postsecondary employment, education, training, community participation, and where appropriate, independent living. The date of the interview is recorded.</p>	<p>There is evidence that the student was invited to the IEP Team meeting where transition services were discussed.</p> <p>34 CFR §300.321(a)(7) 34 CFR §300.321(b)(1) COMAR 13A.05.01.07A(3) COMAR 13A.05.01.07D(5)(b)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>Before the IEP Team meeting, the student receives instruction in self-advocacy during which they discuss their strengths, needs, and postsecondary goals.</p> <p>The student is informed and supported in understanding assessments prior to the IEP Team meeting at which assessment results will be discussed as an element of transition planning.</p> <p>LSSs must ensure that the Transition Plan is individualized such that the entire IEP Team, including the <u>student</u>, parent, and the staff member most familiar with the student, contributes to the development of the Transition Plan.</p> <p>The meeting is scheduled at a time when the student is available.</p> <p>If a student with a disability has limitations in communication, information processing, cognitive ability, or reasoning, the IEP Team will make adaptations and modifications to materials or language.</p> <div data-bbox="1312 917 1780 1323" style="background-color: #e91e63; color: white; padding: 10px; border-radius: 15px; margin-top: 20px;"> <p>Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Student Focused Planning • Self Advocacy/Self Determination Skills • Youth Autonomy/Decision Making </div>	
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<p>The agency representative is included in the IEP Team meeting notice (with parental/student consent) <i>IF</i> they are likely to provide or pay for transition services.</p>	<p>4. If appropriate, there is evidence that a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p> <p>34 CFR §300.321(b)(3) COMAR 13A.05.01.07A(3)(b)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>The IEP Team meeting is scheduled so that outside agencies (such as, but not limited to, the Developmental Disabilities Administration (DDA), the Division of Rehabilitation Services (DORS), Behavioral Health Administration (BHA), Department of Labor have ample advanced notice and include multiple ways for the agencies to participate (by phone, in person, or through the written submission of a letter to be shared). Efforts are made to link the student and family to community resources.</p> <div data-bbox="1325 760 1776 1019" style="border: 2px solid #800080; border-radius: 15px; padding: 10px; background-color: #e61e80; color: white; text-align: center;"> <p>Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Interagency Collaboration • Student Support </div>	
<p>Prior to the IEP Team meeting at which a Transition Plan is developed, a member most familiar with the student ensures that age-appropriate assessments are conducted in the areas of training, education, employment, and where appropriate, independent living. The age-appropriate assessments are documented and used to create each postsecondary goal.</p> <p>The IEP includes a measurable postsecondary goal related to training or postsecondary education that supports the</p>	<p>Beginning not later than the first IEP to be in effect when the child turns fourteen years old, or younger if determined appropriate by the IEP Team, the IEP must contain appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills.</p> <p>34 CFR §300.320(b)(1) COMAR 13A.05.01.09A(3)(a)(ii)</p>		<p>Assessment that will lead to self-discovery, self-determination and self-advocacy should be administered.</p> <p>Ensure quality transition planning through the use of Student-Centered Planning.</p> <p>The Present Levels of Academic Achievement and Functional Performance (PLAAFP) must be accurate and current as the PLAAFP is the foundation of the IEP and sets the stage by telling the student’s story.</p>	

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<p>employment goal and will occur after high school.</p> <p>The IEP includes a measurable postsecondary goal related to employment that will occur after high school.</p> <p>The IEP includes a measurable postsecondary goal related to independent living that will occur after high school, if applicable.</p>	<p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>IEP goals in academic and functional areas need to be directly related to postsecondary goals and activities to meet those goals.</p> <div data-bbox="1314 488 1772 878" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white;"> <p align="center">Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Student Focused Planning • Goal Setting • Self Advocacy/Self Determination Skills • Self-Care/Independent Living </div>	
<p>Each year prior to the annual IEP Team meeting a student interview is completed and one other transition assessment conducted.</p>	<p>The postsecondary goals are updated annually based on age-appropriate transition assessments.</p> <p>34 CFR §300.320(b) COMAR 13A.05.01.09A(3)(a)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>As a student gains experience, Postsecondary Goals are to be modified to reflect growth, interests and skill development.</p> <div data-bbox="1314 1097 1772 1357" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white;"> <p align="center">Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Goal Setting • Student Focused Planning </div>	

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<p>Each postsecondary goal is based on information obtained from at least two age-appropriate transition assessments.</p> <p>An age-appropriate transition assessment was given prior to the IEP Team meeting that addresses employment.</p> <p>An age-appropriate transition assessment was given prior to the IEP Team meeting that addresses education and/or training.</p> <p>An age-appropriate transition assessment was given prior to the IEP Team meeting that addresses independent living, as appropriate.</p>	<p>There is evidence that the appropriate, measurable, postsecondary goals are based on age appropriate transition assessments and provide information on “the student’s needs, taking into account strengths, preferences, and interests.”</p> <p>34 CFR §300.320(b)(1) COMAR 13A.05.01.09A(3)(a)(ii)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>Multiple and varied assessments are to be used to gain qualitative information regarding the student’s interests and preferences to develop appropriate postsecondary goals.</p> <div data-bbox="1329 521 1772 915" style="border: 2px solid #e91e63; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white; margin-top: 10px;"> <p align="center">Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Goal Setting Self Advocacy/Self Determination Skills • Student Focused Planning • Student Support </div>	

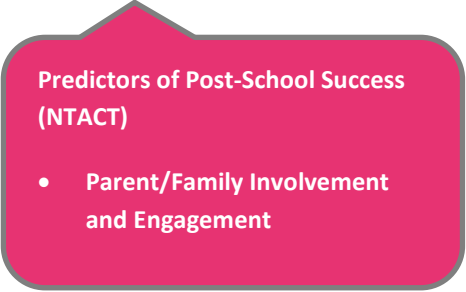
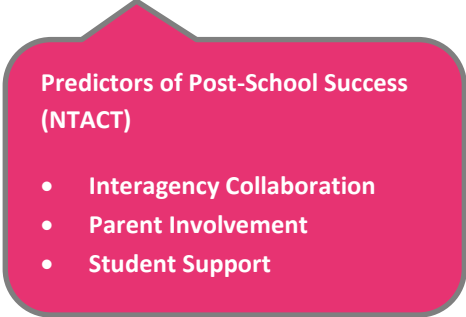
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<p>The IEP describes coordinated transition services that will reasonably enable the student to meet his or her postsecondary goals and are updated annually.</p> <p>There is at least one Employment Training transition/service activity.</p> <p>There is at least one Academic service/activity, including academic and functional activities, that addresses the postsecondary education or training goal.</p> <p>If there is a postsecondary Independent Living goal, there is at least one Activity of Daily Living, Independent Living, and/or Transportation.</p>	<p>There are transition services in the IEP that will reasonably enable the child to meet his or her postsecondary goals and are updated annually.</p> <p>34 CFR §300.320(b)(2) COMAR 13A.05.01.09A(3)(a)(iii)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>Information from the PLAAFP, annual IEP goals, Student Interview and other transition assessment(s) is to be used to identify appropriate transition services/activities.</p> <p>Back mapping from postsecondary goals to current performance is to be used to identify transition services/activities.</p> <div data-bbox="1318 662 1774 954" style="border: 2px solid #e91e63; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white; margin-top: 20px;"> <p align="center">Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Student Focused Planning • Student Support </div>	

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<p>The course of study selection aligns with the student’s postsecondary goal(s), describing a multi-year field of coursework that will reasonably enable the student to achieve his/her postsecondary goal(s).</p>	<p>The IEP includes a course of study that will reasonably enable the student to meet his or her postsecondary goals.</p> <p>34 CFR §300.320(b)(2) COMAR 13A.05.01.09A(3)(a)(i)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>The student is enrolled in courses that align with his/her postsecondary goals(s) and will prepare them for a career or postsecondary education in the selected career cluster.</p> <div data-bbox="1310 529 1780 1162" style="border: 2px solid #e91e63; border-radius: 25px; padding: 10px; background-color: #e91e63; color: white; margin: 10px 0;"> <p align="center">Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Program of Study • Career Awareness • Vocational or Career and Technology Education • Inclusion in General Education • Work Study • Paid Employment/Work Experiences • Transition Program </div>	
<p>There is at least one annual goal related to the student’s transition service needs in the area of employment, education/training or independent living (if applicable).</p>	<p>There are measurable annual IEP goals that will reasonably enable the child to meet the postsecondary goals.</p> <p>COMAR 13A.05.01.09A(3)(a)(ii)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B</i></p>		<p>The area of independent living needs to be assessed and discussed for all students to determine if an annual goal and postsecondary goal are applicable in this area.</p>	

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	Requirements, Secondary Transition Section		 <p>Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Parent/Family Involvement and Engagement 	
<p>Parent/Student provides documented permission to communicate with agency representative(s) likely to provide or pay for transition services (prior to any referral or invitation).</p> <p>For each agency invited to the IEP Team meeting, the Prior Written Notice will reflect the:</p> <ul style="list-style-type: none"> • Agency’s participation in the IEP Team meeting, • Service(s) provided by the agency that may benefit the student, and • Any referral decisions affirming positive agency linkages that are to be made and/or anticipated. 	<p>Include, if appropriate, a statement of the LSS’s and another participating agency’s responsibilities or linkages, or both, before the child leaves the secondary school setting.</p> <p>COMAR 13.A.05.01.09A(3)(a)(iii)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>LSSs facilitate and encourage communication between agencies and students/families through multiple means.</p>  <p>Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Interagency Collaboration • Parent Involvement • Student Support 	

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	<p>Transfer of rights at age of majority, beginning not later than one year before the child reaches the age of majority in accordance with Education Article §8-412.1, Annotated Code of Maryland, the IEP must include a statement that the child has been informed of the child’s rights under Part B of the IDEA, if any, that will transfer to the child on reaching the age of majority.</p> <p>34 CFR §300.320(c) 13A.05.01.09A(4)</p> <p><i>MSDE Special Education Birth Through 21 Record Review, Part III - Part B Requirements, Secondary Transition Section</i></p>		<p>Begin this discussion early to prepare students and families for the change in rights.</p> <div data-bbox="1310 456 1780 784" style="border: 1px solid gray; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white;"> <p>Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Parent Involvement • Parent Expectations • Student Support </div>	
<p>Measurable transition activities that are achievable within the IEP year and promote the student’s attainment of their postsecondary goal(s) as listed in the Transition Plan.</p>	<p>Progress on transition activities is collected quarterly and shared with students and families. Data is collected confirming the completion of each activity and is reviewed at each annual IEP Team meeting.</p> <p>34 CFR §300.323(a)(3)(ii) COMAR 13.A.05.01.09B(1)(a)</p>		<p>Information for progress monitoring should be completed by a staff member familiar with the student’s progress on the specific activity (responsible party).</p> <p>The discussion box needs to be utilized to describe student progress or lack of progress with the activity.</p> <div data-bbox="1310 1187 1780 1386" style="border: 1px solid gray; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white;"> <p>Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Student Support </div>	

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<p>The IEP Team identifies the student’s projected category of exit (graduation plan) and their projected date of exit (the number of years they intend to be in high school to work on their graduation plan) as:</p> <p>Exit with a Maryland High School Diploma;</p> <p>Exit with a Maryland High School Certificate of Program Completion at the end of the school year the student turns 21; or</p> <p>Exit with a Maryland High School Certificate of Program Completion prior to the end of the school year the student turns 21 (parent and student choice).</p>	<p>14. The final decision to award a Maryland High School Certificate of Program Completion to a student with disabilities will not be made until after the beginning of the student’s last year in high school.</p> <p>COMAR 13A.03.02.09E(3)</p>		<p>Beginning with the first IEP Team meeting that includes transition, and every IEP Team meeting thereafter, the LSS explains and discusses graduation cohort options with the student and family.</p> <div data-bbox="1318 509 1785 820" style="border: 2px solid #e91e63; border-radius: 15px; padding: 10px; background-color: #e91e63; color: white; margin: 10px 0;"> <p align="center">Predictors of Post-School Success (NTACT)</p> <ul style="list-style-type: none"> • Exit Exam Requirements/High School Diploma Status • Program of Study </div>	

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