



Transition Quality Indicators – Preliminary Questions

Carefully discuss each question and complete the corresponding Transition Quality Indicators. This is a time for careful group discussion. *When group consensus is in doubt, or for a more thorough, baseline assessment the first time through, it is recommended to go through all of the ratings.*

1.0 Educational Program Structure

Does the educational program have the resources and structure to communicate clear guidelines, provide professional development and encourage creative opportunities for growth of transition and school-to-careers?

3 To explore this issue, proceed to pages 2 and 3

2.0 Interagency & Interdisciplinary Collaboration

Are educational program educators and community agencies aware of each others' services and engaged with students in collaborative projects to improve transition outcomes?

3 To explore this issue, proceed to page 4

3.0 Family Involvement

Are families actively participating in transition planning, community resources, training events, and program development activities related to life after school?

3 To explore this issue, proceed to page 5

4.0 Student Involvement

Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?

3 To explore this issue, proceed to page 6 and 7

5.0 Student Development

Are course offerings in the areas of academics, life skills, vocational evaluation/preparation, and work experience responsive to local economic conditions and the diversity of your student population?

3 To explore this issue, proceed to pages 8 and 9

6.0 State Performance Plan #13 Related Transition Quality Indicators

Do youth ages 15 and above have IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable each student to meet their measurable post-secondary goals?

3 To explore this issue, proceed to pages 10, 11, and 12