



COLORADO
Department of Education

Introduction to Secondary Transition Requirements

September 28, 2018

The Purpose of Special Education

... a free appropriate public education that emphasizes special education and related services designed to meet students' unique needs and to

prepare them for further education, employment, and independent living.



What is Transition Planning?

- The coordinated set of activities “is based on the individual child’s needs, taking into account the child’s strengths, preferences, needs and interests; and includes:
 - instruction
 - related services
 - community experiences
 - the development of employment and other post school adult living objectives, and
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

Begin with the end in mind!

The PSG should identify the next true, viable step

OR



The first brick of the road

Transition Requirements

- Designed to facilitate the student's movement from school to post school activities, including
 - postsecondary education,
 - vocational education,
 - integrated employment (including supported employment),
 - continuing and adult education,
 - adult services,
 - independent living,
 - or community participation

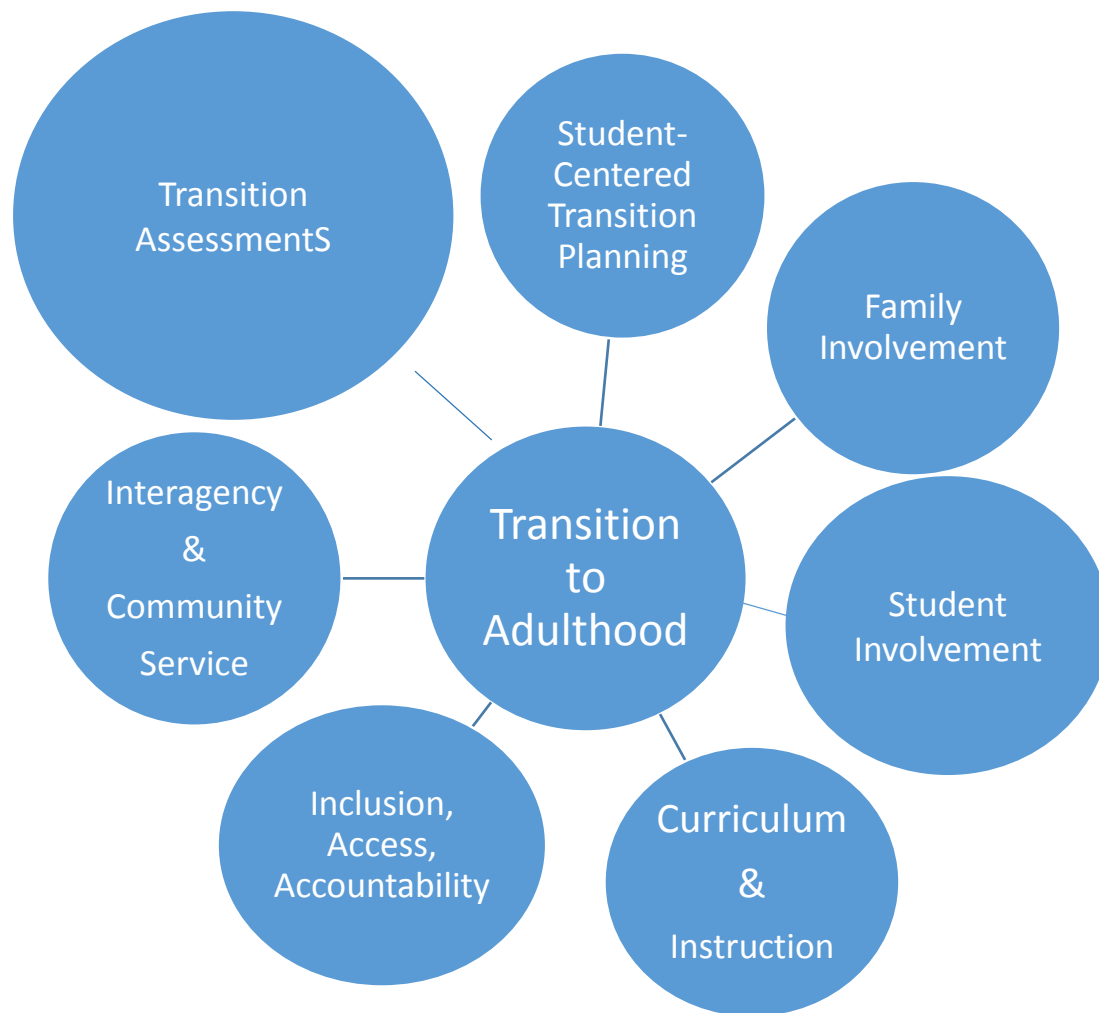
Transition Requirement Components

Indicator 13:

1. Measurable Post School Goals
2. PSGs Updated Annually
3. Age Appropriate Transition
Assessments
4. Transition Services
5. Courses of Study
6. Annual IEP Goals
7. Student Invitation
8. Parent Consent to Invite
Agencies

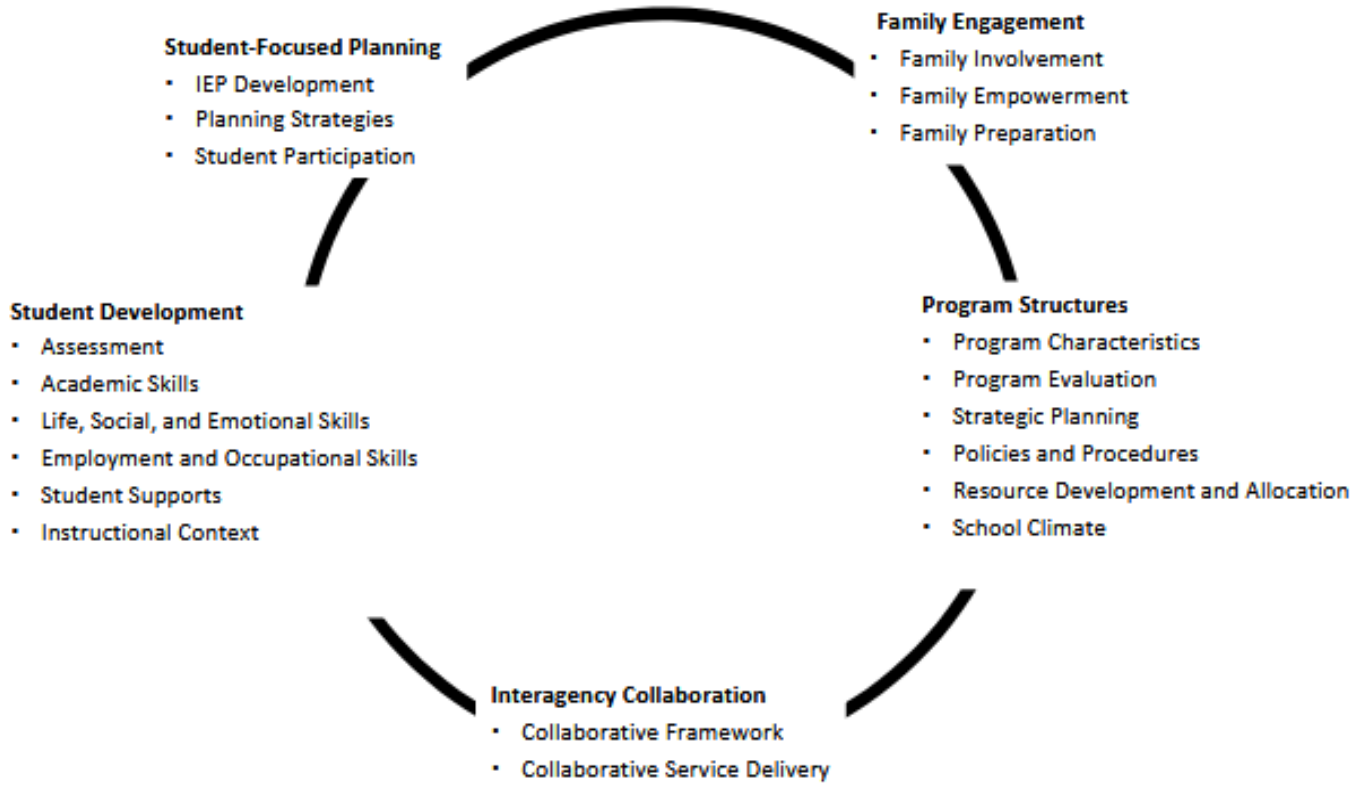
Summary of Performance

Critical Elements of Transition



Framework for Effective Transition Programming

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



Interagency Collaboration

TAXONOMY FOR TRANSITION PROGRAMMING 2.0

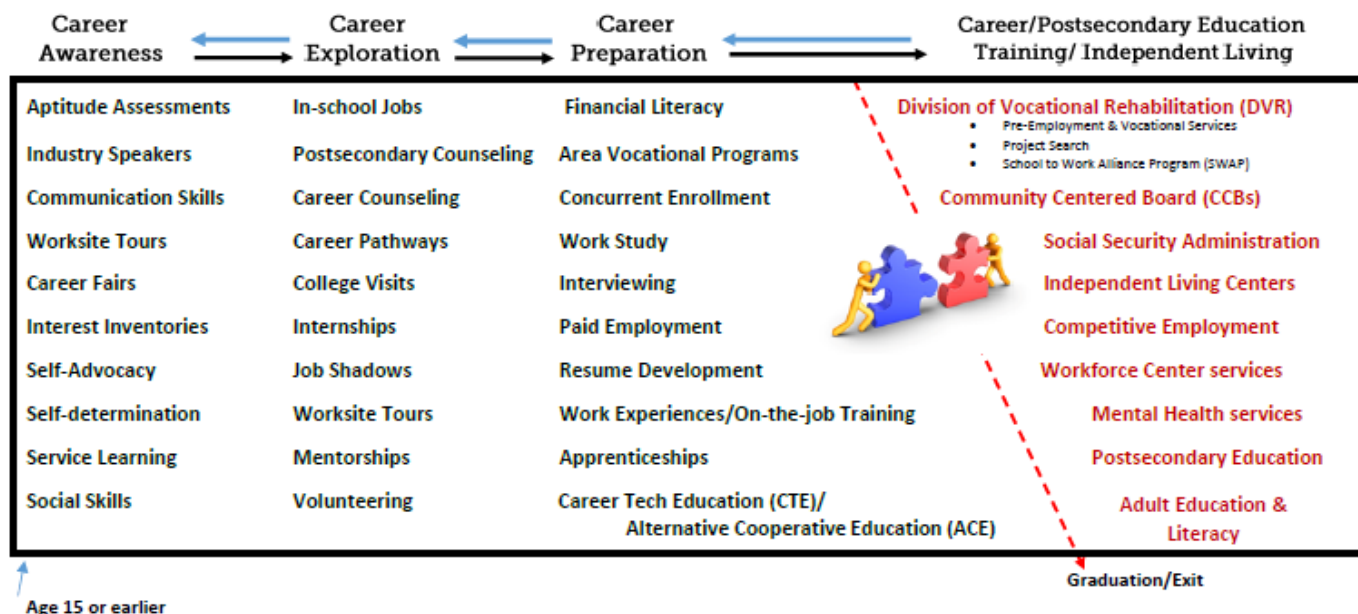


Collaborative Framework	Collaborative Service Delivery
<ul style="list-style-type: none"> ▶ Interagency coordinating body that includes students, parents, educators, service providers, community agencies, postsecondary institutions, employers, and other relevant stakeholders ▶ Lead agency identified ▶ Designated transition contact person for each agency ▶ Formal interagency agreement(s) ▶ Roles and responsibilities clearly articulated ▶ Shared understanding of educational and agency policy and procedures ▶ Systems barriers to collaboration are minimized ▶ Established methods of communication among all service providers ▶ Data shared among agencies via established procedures (with appropriate release of information and confidentiality) ▶ Cross-agency professional development provided ▶ Interdisciplinary and interagency policy and procedures are evaluated annually 	<ul style="list-style-type: none"> ▶ School staff, VR counselors, and community service providers engage in planning meetings with students and families ▶ Coordinated requests for information (e.g., to parents, employers, agencies, etc.) ▶ Coordinated collection and use of assessment data for EDP, IEP, and IPE ▶ Collaborative funding and staffing of transition services (e.g., braided funding, blended staff, etc.) ▶ Collaborative consultation between special, general, career technical, and vocational educators ▶ Collaborative program planning and development, including employer involvement ▶ Collaborative delivery of transition-related services by school, VR, and other relevant stakeholders ▶ Student and family linked with appropriate provider to assist with financial planning, health care system navigating, adult disability or mental health services, and transportation

Secondary Transition Continuum

SECONDARY TRANSITION CONTINUUM

Transition is a coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post school activities (IDEA 2004). In Colorado, ECEA 4.03 (7)(b)(i) states that a transition plan is required "beginning when the student is 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP team, and updated annually." Agency linkages for career placement and/or postsecondary education and independent living, should occur when students' focus moves from school to post school experiences. Career awareness, exploration, and preparation activities should occur in collaboration with adult agencies to improve outcomes for students with disabilities preparing for adulthood.



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