



OSPI Special Education State Needs Project

Dr. Cinda Johnson, Principal Investigator

ccts@seattleu.edu | www.seattleu.edu



- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**
- OSPI Special Education State Needs Project
- Located at Seattle University

Our Services

What CCTS Provides:

- Secondary transition training
- District, ESD, and state-level post-school outcome data analysis
- Resources and materials
- Technical assistance

Who CCTS Supports:

- Washington state ESDs, LEAs, public high schools
- Educators and administrators
- Agency staff
- Youth with disabilities and their families/caregivers

Free Tools for Transition

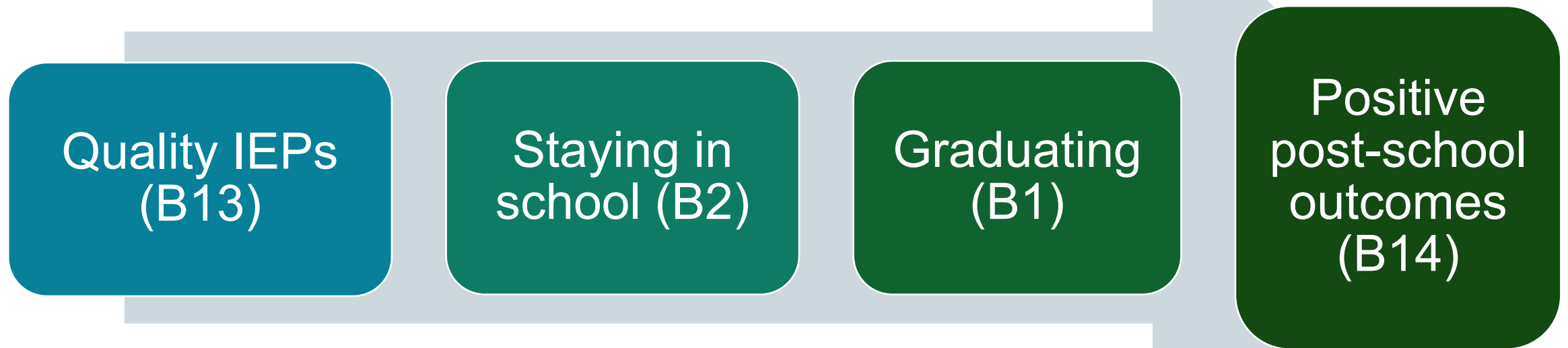
- **T-Folio:** Free, online transition portfolio curriculum designed for youth with disabilities and the school/agency personnel who support them
- **Transition Systemic Framework 2.0 (TSF2):** Secure, online data collection platform that houses the annual Post-School Survey and Indicator B14 post-school outcome data
- **Indicator B13 Review:** Downloadable workbook to review transition IEPs for alignment with Indicator B13 requirements
- **Quality Indicators for Secondary Transition (QuIST):** Downloadable self-assessment workbook to evaluate district/building-level transition services for students with disabilities
- Details at www.seattleu.edu/ccts/tools

Self-Paced Online Training

- [Transition Foundations](#)
 - Writing Effective Transition Plans
 - Student-Led IEP Meetings
 - Developing Job Shadow Experiences
- New! [Partnerships for Inclusion: Special Education and Career Technical Education](#)
- More information: [Professional Development and Training page on the CCTS website](#)

Interrelationship of IDEA Indicators

Four IDEA performance indicators relate to secondary transition. These indicators also correlate with one another.



(Kohler, Gothberg, & Hill, "NSTTAC Evaluation Toolkit", 2009)

Annual Post-School Survey Logistics

- Survey is open from June 1-November 1
- Phone surveys are conducted by school/school district representatives
- Surveys are completed by former special education students (“leavers”) one year after exiting high school
- Survey data are reviewed, analyzed, and reported by CCTS
- More information: [Post-School Survey Guidance for Educators page on the CCTS website](#)

Post-School Outcome Data

- [Post-School Outcome Reports on the CCTS website](#)
 - State
 - Educational Service District (ESD)
 - County
- [Transition Systemic Framework 2.0 \(TSF2\) data collection platform](#)
 - District
 - [Contact CCTS](#) to setup an account

Contact and Connect with CCTS



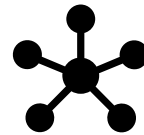
ccts@seattleu.edu



[Subscribe to our newsletters](#)



www.seattleu.edu/ccts



[Join the CCTS Transition Network on Basecamp](#)



206-296-6494

References

- Johnson, C. E. (2012). *Transition Services Flowchart*. Center for Change in Transition Services, Seattle University. Seattle, WA
- Kohler, P. D. (1996). *Taxonomy for transition programming: A model for planning, organizing and evaluation transition education, services and programs*. Champaign-Urbana, IL.: University of Illinois
- Kohler, P. D., Gothberg, J., & Hill, J. (2009, November 12). *NSTTAC Evaluation Toolkit* [PDF]. Kalamazoo: Western Michigan University.
<http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=8d43c53a-e804-4647-856c-f783fcecceff2&forceDialog=0>