

# Tools for Effective Transition Plans & Services

WASA | May 30, 2024



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Introductions

- Alexandra Toney, OSPI Special Education Program Supervisor
- Meg Iyer, CCTS Transition Specialist



# Presentation Overview

- OSPI and CCTS Overview
- Components of IEP Transition Planning
- Resources
- Questions/Wrap-Up



# OSPI and CCTS Overview

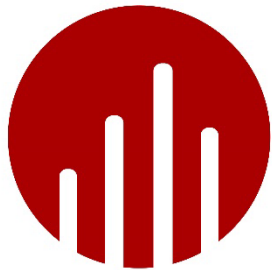


# OSPI's Mission & Vision

**Mission:** Transform K–12 education to a system that is centered on closing opportunity gaps and is **characterized by high expectations for all students and educators**. We achieve this by developing **equity-based policies and supports** that empower educators, families, and communities.

**Vision:** All students are prepared for postsecondary pathways, careers, and civic engagement.

# Center for Change in Transition Services



**CCTS**  
CENTER FOR CHANGE IN  
TRANSITION SERVICES



**Inclusionary Practices**  
Technical Assistance Network

**SEATTLEU**  
COLLEGE OF EDUCATION

- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**
- Part of [OSPI's Inclusionary Practices Technical Assistance Network \(IPTN\)](#)
- Located at Seattle University



# What CCTS Provides

- Secondary transition training
- Technical assistance
- Post-school outcome data (district, county, ESD, and state-level)
- Resources and materials designed for:
  - Washington state ESDs, LEAs, public high schools
  - Educators and administrators
  - Agency staff
  - Youth with disabilities and their families/caregivers

# How Is Transition Planning Like Ice Cream?

**All** students are general education students.

- The HSBP process for all students starts by 7<sup>th</sup> grade and must be conducted with similar school personnel and processes.

(WAC-180-51-220)



**Some** students have an Individualized Education Program (IEP).

- Special Education support provides an **additional** layer of support to students.
- The **IEP Transition Plan** must be fully developed by age 16 and the HSBP is aligned.



# Components of IEP Transition Planning



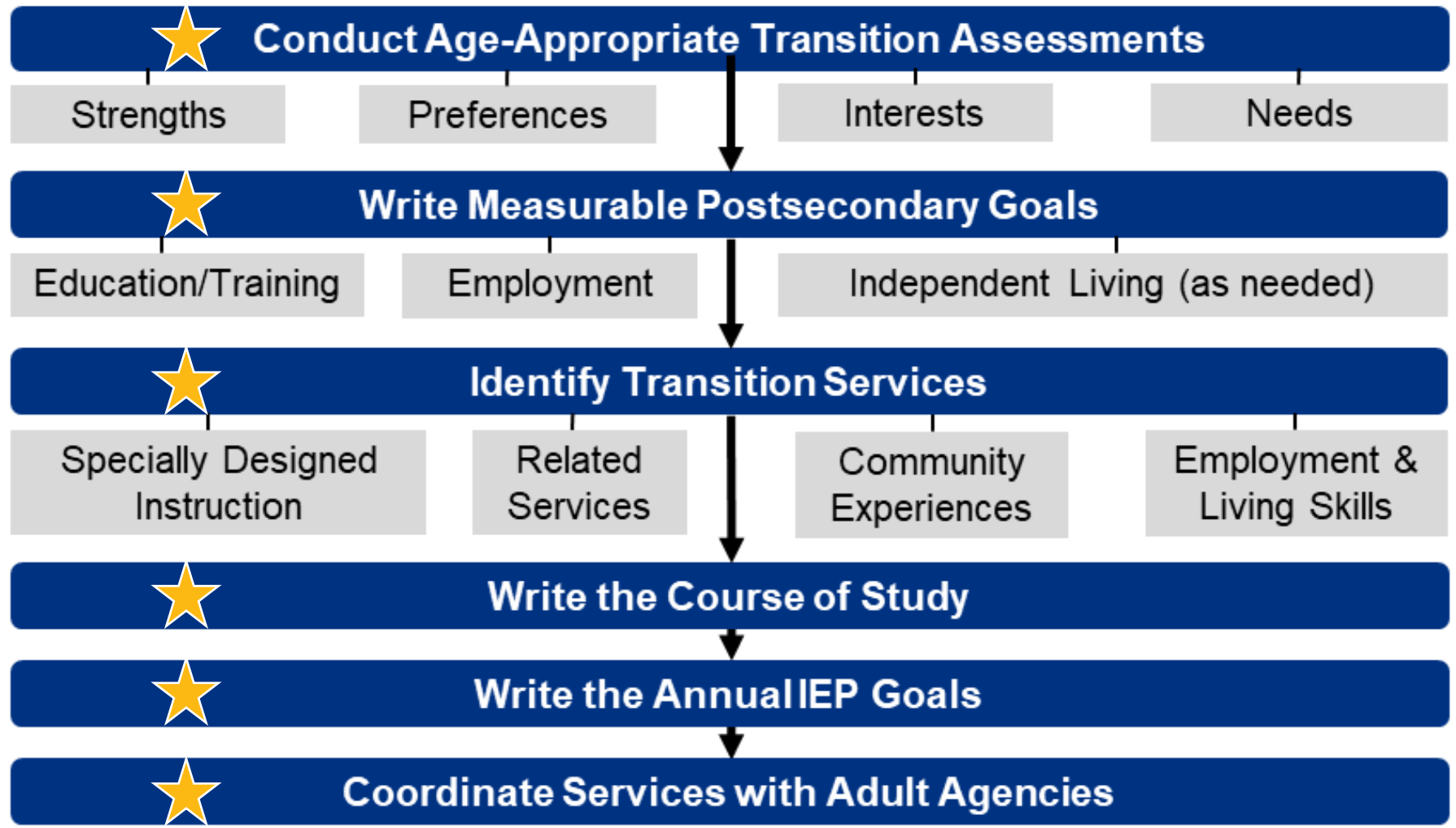
# IEP Transition Services Sequence

1. Conduct Age-Appropriate Assessments
2. Write Measurable Postsecondary Goals
3. Identify Transition Services
4. Write the Course of Study
5. Write the Annual IEP Goals
6. Coordinate Services with Adult Agencies

(Kohler, 1996)

# Transition Services Flowchart

(Johnson, 2004)



# CCTS Self-Paced Online Training

- [Writing Effective Transition Plans](#)
  - Module 9 includes Alignment of HSBPs
- [Student-Led IEP Meetings](#)
- [Developing Job Shadow Experiences](#)
- [Partnerships for Inclusion: Special Education and Career Technical Education](#)



# Resources

Transition Guidance for your Toolbox



# NEW(ish) Tip on Secondary Transition!



## *Tips from the Special Education Division: Secondary Transition Services and Supports*

**April 2023**

**Question:** What is important to know about secondary transition services and supports?

### **Answer**

Secondary transition services are critical to support youth with disabilities in demonstrating preparation for their next steps after high school and successfully transitioning to the world of adulthood. Individualized Education Program (IEP) teams work together to plan and implement academic and non-academic courses and programs of study that help all youth achieve successful post-school outcomes such as postsecondary education and training, employment, and community engagement. These services are developed and implemented in alignment with a High School and Beyond Plan (HSBP) and often involve coordination with community businesses and state agencies. Secondary transition is more than providing pathways for the individual's movement from high school to employment; it is a comprehensive approach to educational programs, focused on aligning student goals with educational experiences and services. Transition planning at its core is an individualized, student-centered activity that requires collaborative effort to address student needs regarding education, employment, community involvement, home and family life, and physical and emotional health.

Employment is critically important to one's sense of identity and perceived success in society. It is also at the heart of the Individuals with Disabilities Education Act (IDEA), whose purpose is, "to ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living."<sup>1</sup> Washington is also an employment-first state, part of a national systems-change framework centered on the premise that all individuals, including those individuals with the most significant disabilities, are capable of full participation in [Competitive Integrated Employment \(CIE\)](#).

<sup>1</sup> 20 U.S. Code § 1400(d)(1)(A)

**NEW**

# Transition Supports and Services Summary for Students & Families



## Transition Supports and Services

Summary for Students, Families & Caregivers

The purpose of this resource is to support students and families to learn more about how the Individualized Education Program (IEP) Transition Plan and aligned High School and Beyond Plan (HSBP) support a student to be ready for their goals for post-secondary goals.

### What plans support students with IEPs to meet graduation requirements and be ready for their goals after high school?

A student's graduation pathway(s) and goals for after high school are documented in both their IEP Transition Plan and the aligned HSBP.

For students with an IEP, the IEP Transition Plan and the aligned HSBP layer together to support a student in meeting graduation requirements<sup>1</sup> and being prepared for their life after high school.



- **Some** students have an IEP.
  - Special education provides *additional* layers of support to students.
  - No later than age 16, an IEP [Transition Plan](#) is added to the student's IEP.
  - Special Education teachers bring expertise in differentiating and supporting access to HSBP, grade level academic standards and implementing individualized transition services.
- **All** students complete graduation requirements which include: completing [credit requirements](#), a [HSBP](#), and satisfying a [graduation pathway](#) that aligns with a student's goals for after high school.
  - Students have options of courses to meet credit requirements and engage in career exploration and preparation.
  - All students annually update and build a HSBP to guide their high school experiences and prepare for their next steps after high school.
  - General education teachers provide content that is accessible, engaging and support all students in make progress in grade level academic standards.

### What is a High School and Beyond Plan (HSBP)?

HSBPs are:

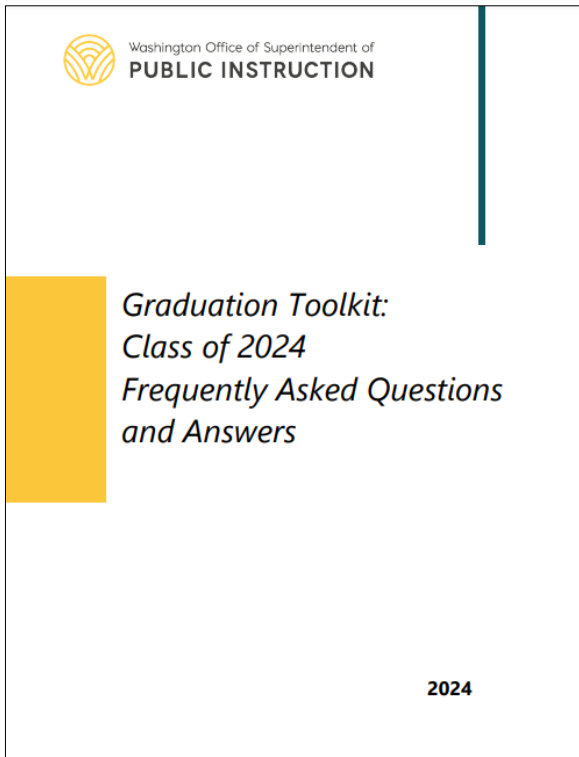
- student-created plans that guide high school experiences, course taking and activities that prepare students for their education and career goals for after high school;
- a graduation requirement for all students that must begin by seventh grade;<sup>2</sup>
- updated regularly to reflect current activities and to adjust to changing interests or educational and career goals of the student.

<sup>1</sup> Learn more about the graduation requirements for each graduating class in the [Graduation Toolkit and FAQ](#)

<sup>2</sup> [RCW 28A.230.212](#)



# Comparable Content Course Substitutions



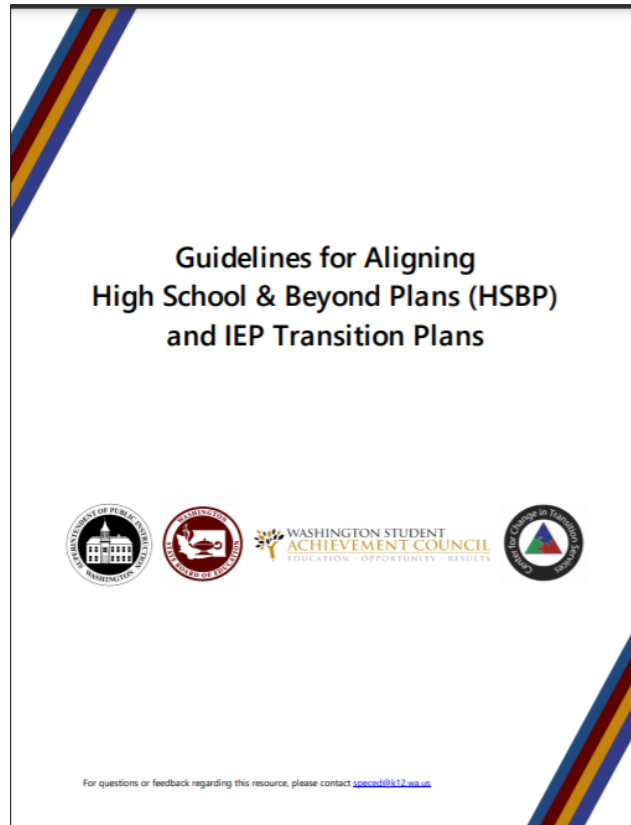
[Special Education Guidance on WAC 180-51-115 page 8.](#)



[Graduation Toolkit: Class of 2024 Frequently Asked Questions and Answers page 15-18](#)



# Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans



- **Appendix A: The Transition Team Members and Roles**
- **Appendix B: Sample HSBP and IEP Transition Plans**
  - [Case Study of a 10th grader using a CTE Course Sequence - \(Webinar\)](#)
  - [Case Study of an Adult Student using the WA-AIM \(Webinar\)](#)
- Appendix C: High School Education and Training Opportunities
- Appendix D: Post-Secondary Education and Training Opportunities
- Appendix E: Post-Secondary Employment Options
- Appendix F: Post-Secondary Outcomes (Indicators 1, 2, 13, and 14)
- Appendix G: IEP Transition Planning Checklist for Educators
- Appendix H: Transition Planning Checklist for Students
- Appendix I: Transition-Planning Resources

# Additional Resources

- [OSPI's Indicator B13 Checklist/Transition File Review](#)
- [CCTS Transition Services Flowchart](#)
- [Post-School Outcome Data](#)



# Contact and Connect

- Contact OSPI with transition questions: [speced@k12.wa.us](mailto:speced@k12.wa.us)
- Connect with CCTS for transition technical assistance, training, and resources
  - [ccts@seattleu.edu](mailto:ccts@seattleu.edu)
  - [www.seattleu.edu/ccts](http://www.seattleu.edu/ccts)
  - [Subscribe to our newsletters](#)



# Thank You!



# 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-f783fcccff2&forceDialog=0>