Tools for Effective Transition Plans & Services

Nov. 18, 2024

CCTS
CENTER FOR CHANGE IN TRANSITION SERVICES

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Introductions

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

Presentation Overview

- OSPI and CCTS Overview
- Post-School Outcomes and IEP Transition Planning
- Components of IEP Transition Planning
- High School and Beyond Plan Alignment
- Flexible Course Offerings
- 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

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Inclusionary Practices
Technical Assistance Network

SEATTLEU
COLLEGE OF EDUCATION

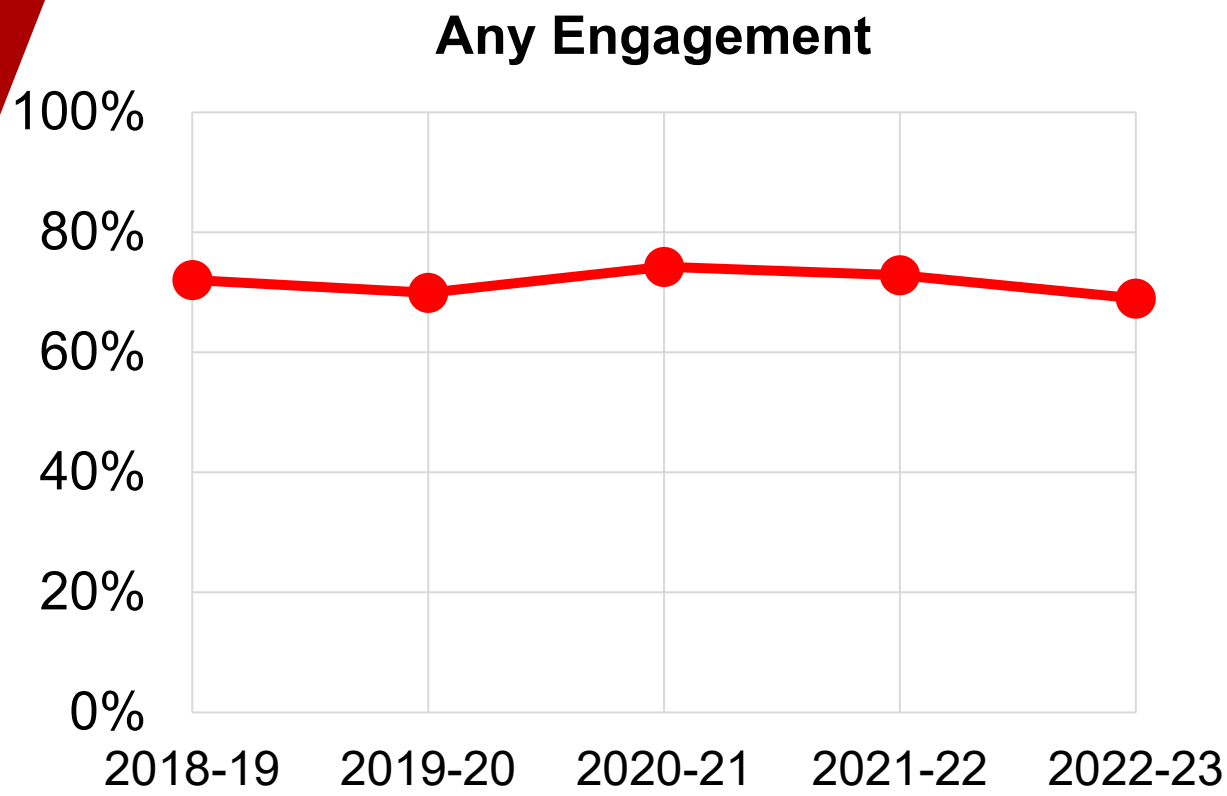
- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**
- Part of OSPI's Inclusionary Practices Technical Assistance Network (IPTN)
- Located at Seattle University

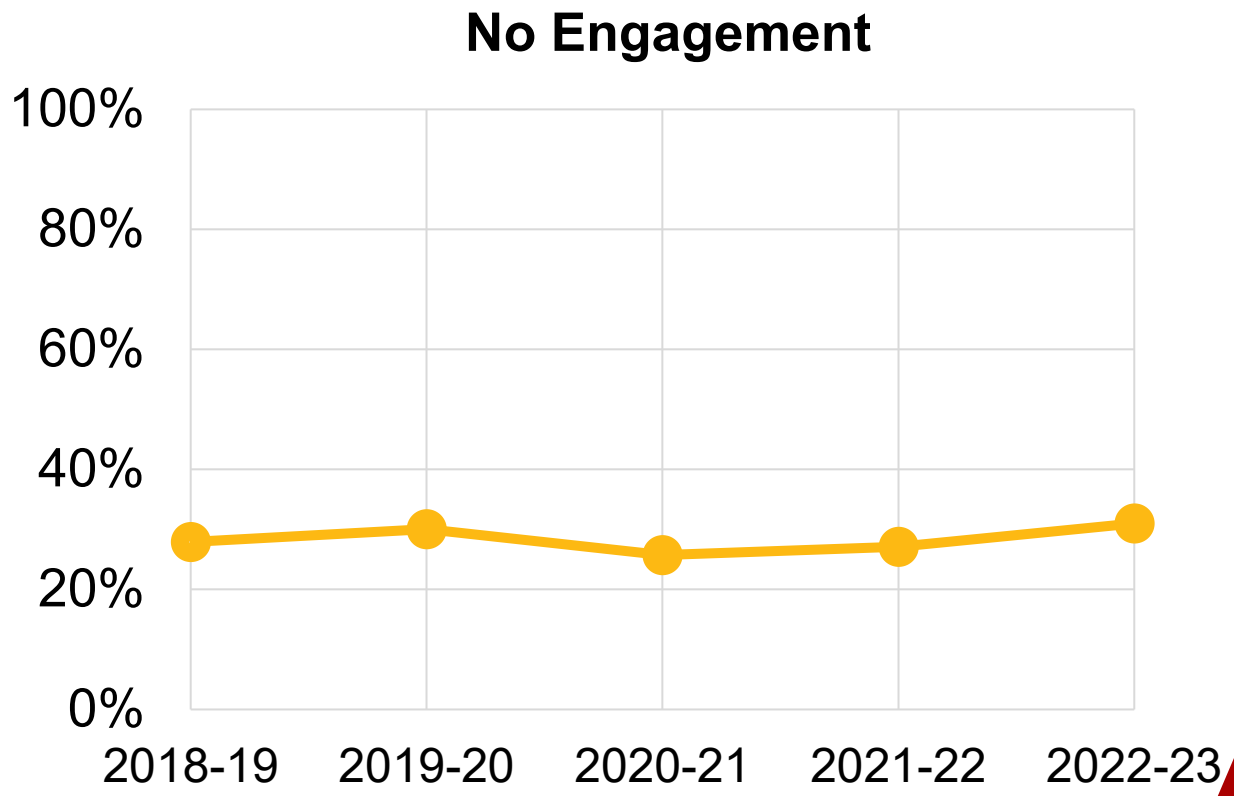
What CCTS Provides

- 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

Post-School Outcomes and IEP Transition Planning

Any vs. No Engagement, Five-Year Overview, 2022–23 Washington state graphs





Post-School Outcome Data Summary, Washington state, 2022-23 leaver year

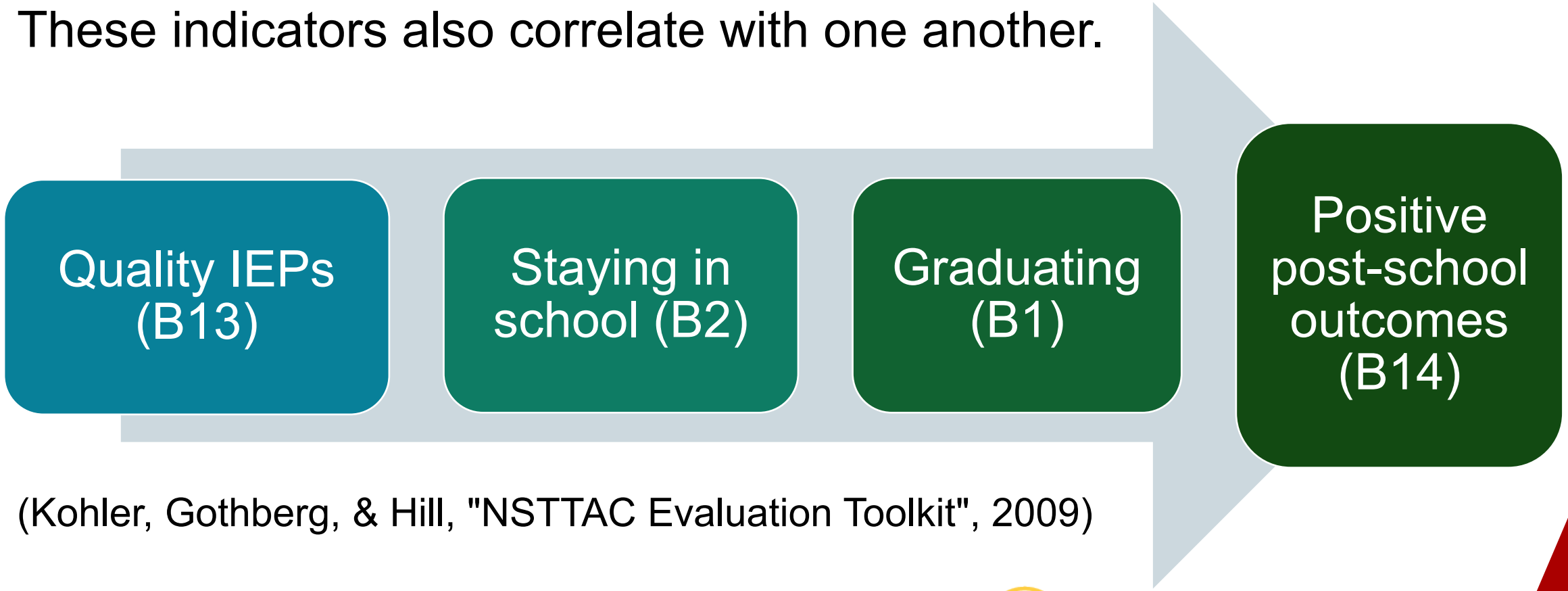
Any vs. No Engagement, Five-Year Overview, 2022–23 Washington state data table

Leaver Year	Respondents	Any Engagement	No Engagement
2022-23	7,171	69.00%	31.00%
2021-22	6,522	72.86%	27.14%
2020-21	6,261	74.27%	25.73%
2019-20	7,170	69.93%	30.07%
2018-19	6,867	72.07%	27.93%

www.seattleu.edu/ccts/pso-data

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)

Components of IEP Transition Planning

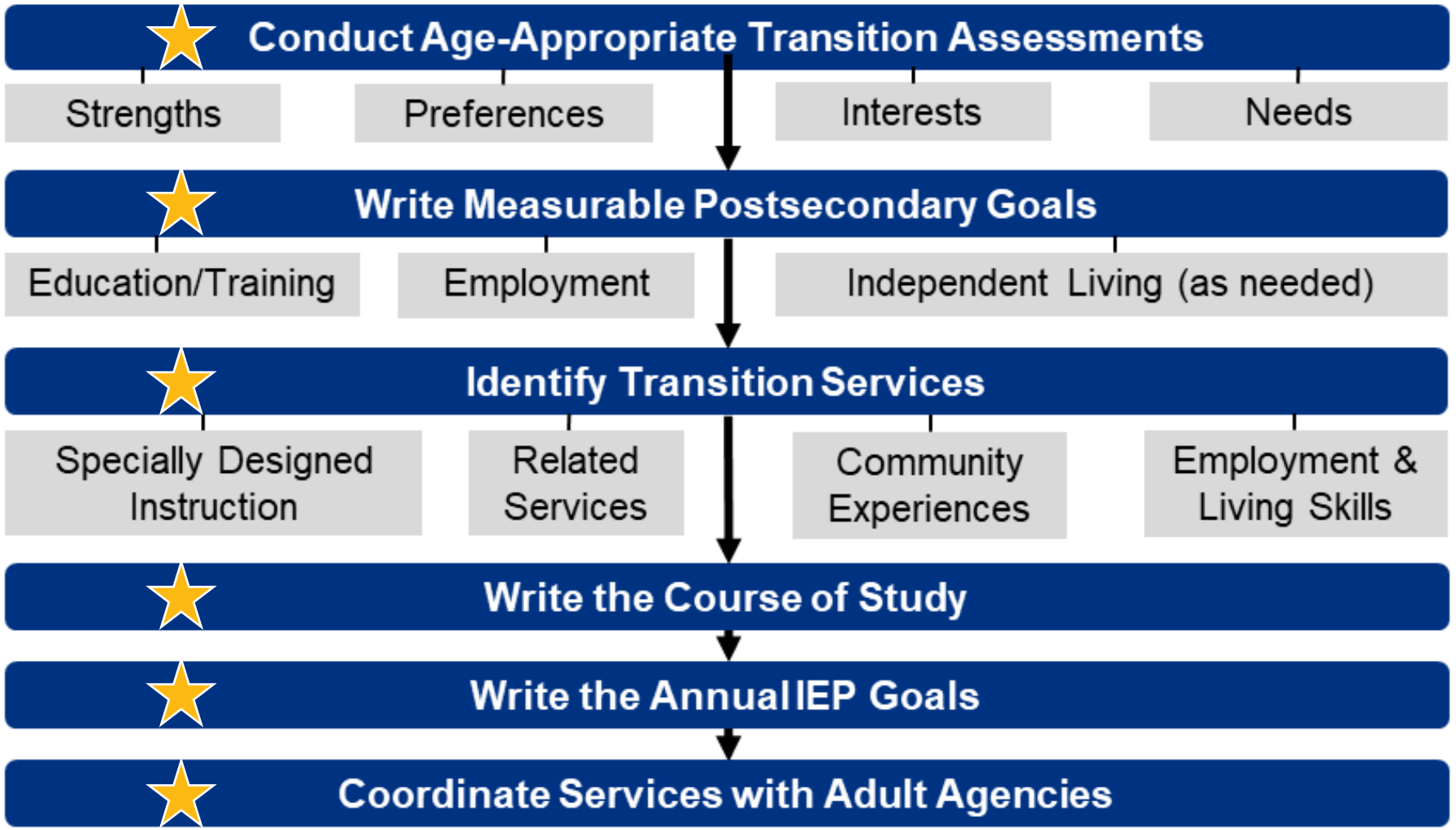
IEP Transition Services Sequence

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

IEP Transition Plans and High School and Beyond Plan (HSBP) Alignment

Writing Effective Transition Plans: Module 9

High School and Beyond Plan (HSBP)

- “For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align.”
- “Students with an IEP transition plan…may use their transition plan in support of, but not as a replacement for, their high school and beyond plan.”
- “The process for developing and updating the student's high school and beyond plans **must** be similar to and conducted with similar school personnel as for all other students.”

WAC 180-51-220 (4)

Comparing the IEP Transition Plan and the HSBP

Elements	IEP Transition Plan	HSBP
Assessment	Age-Appropriate Transition Assessments	Career Interest Inventory
Goals	• Employment, Education, and Independent Living • Annual and Postsecondary	Career and Educational
Course work	Course of Study	Academic Course Planner Graduation Pathway(s)
Summary	Summary of Academic Achievement and Functional Performance	Resume or Activity log

Using T-Folio to Align IEPs and HSBPs

Elements	IEP Transition Plan	HSBP	T-Folio
Assessment	Age-Appropriate Transition Assessments	Career Interest Inventory	• Strengths Assessment: 1.1 • Career Clusters Interest Survey: 1.3 • Challenges in the Classroom and Beyond: 1.4
Goals	• Employment, Education, and Independent Living • Postsecondary and Annual	Career and Educational	Postsecondary Goals Worksheet: 2.2
Course work	Course of Study	Academic Course Planner Graduation Pathway(s)	• Course of Study Worksheet: 2.5 • Action Plan for Employment and Education: 2.7
Summary	Summary of Academic Achievement and Functional Performance	Resume or Activity log	Writing a Resume: 4.2

Flexible Course Offerings

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[Graduation Equity Webinar - Designing Accessible Graduation Pathways for All Students]

Evidence-Based Predictors for Student Success

- **High School Diploma Status**
- **Inclusion in General Education**
- **Career and Technical Education (CTE)**
- Career Awareness
- Community Experiences
- Interagency Collaboration
- Occupational Courses
- Paid Employment/Work Experience
- Family Involvement
- Program of Study
- Self-Determination/Self-Advocacy
- Self-Care/Independent Living Skills
- Social Skills
- Student Support
- Transition Services
- Work Study

Test et al. (2009). Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32,* 160-181.

Layered Academic Support Explained in Ice Cream

All students are general education students.

- They earn high school level credit by demonstrating mastery of grade level academic learning standards of courses
- General education teachers are experts of the learning standards for the courses they are assigned



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

- Special education instruction provides an **additional** support to students
- Special education teachers are experts at differentiating and supporting access to content
- Resource rooms or self-contained classroom instruction do not earn high school core content credit unless it aligns with grade level learning standards for that credit area

80 years of research demonstrates that inclusion has a net neutral or positive impact on all students



Flexibility to Support All Students’ Learning

Example 1

Systemic Flexibility through CTE Course Equivalencies

Districts can use any available statewide or a locally created CTE Course Equivalency framework that aligns academic content learning standards with a CTE course. **Transcripts must reflect the academic content course.**

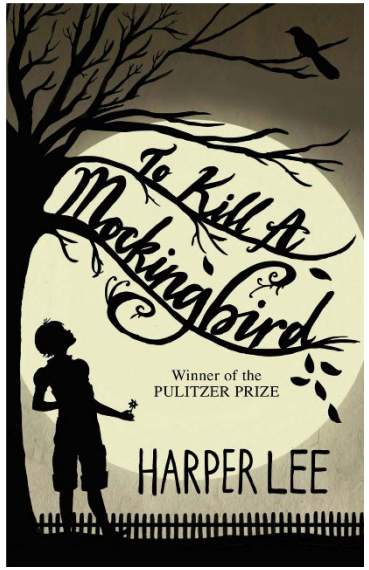
Statewide Equivalencies

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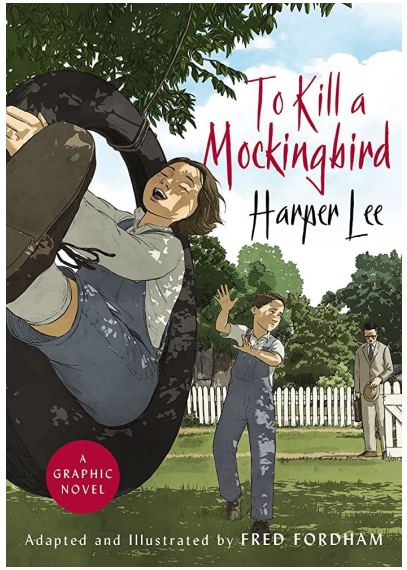
CIP Code	CTE Course/Framework	Equivalency	Program Area
261201	Agricultural Biotechnology (DOCX)	Life Science or Lab Science	Agricultural Education
010201	Agricultural Power and Technology (DOCX)	Lab Science	Agricultural Education
010308	Agroecology and Sustainability (DOCX)	Life Science or Lab Science	Agricultural Education
010901	Animal Science (DOCX)	Biology or Lab Science	Agricultural Education
100304	Animation Technology Video Graphic (DOCX)	Geometry	Skilled & Technical Sciences
110201	AP Computer Science Principles (DOCX)	3rd Year Math	Business & Marketing

Example 2

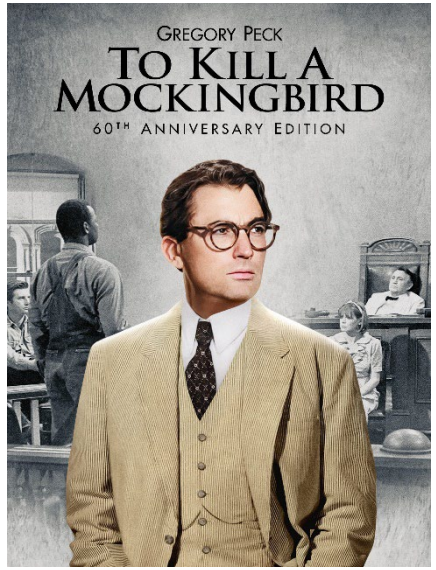
Instructional Flexibility Within a Required Course



Full text or Condensed Text Novel



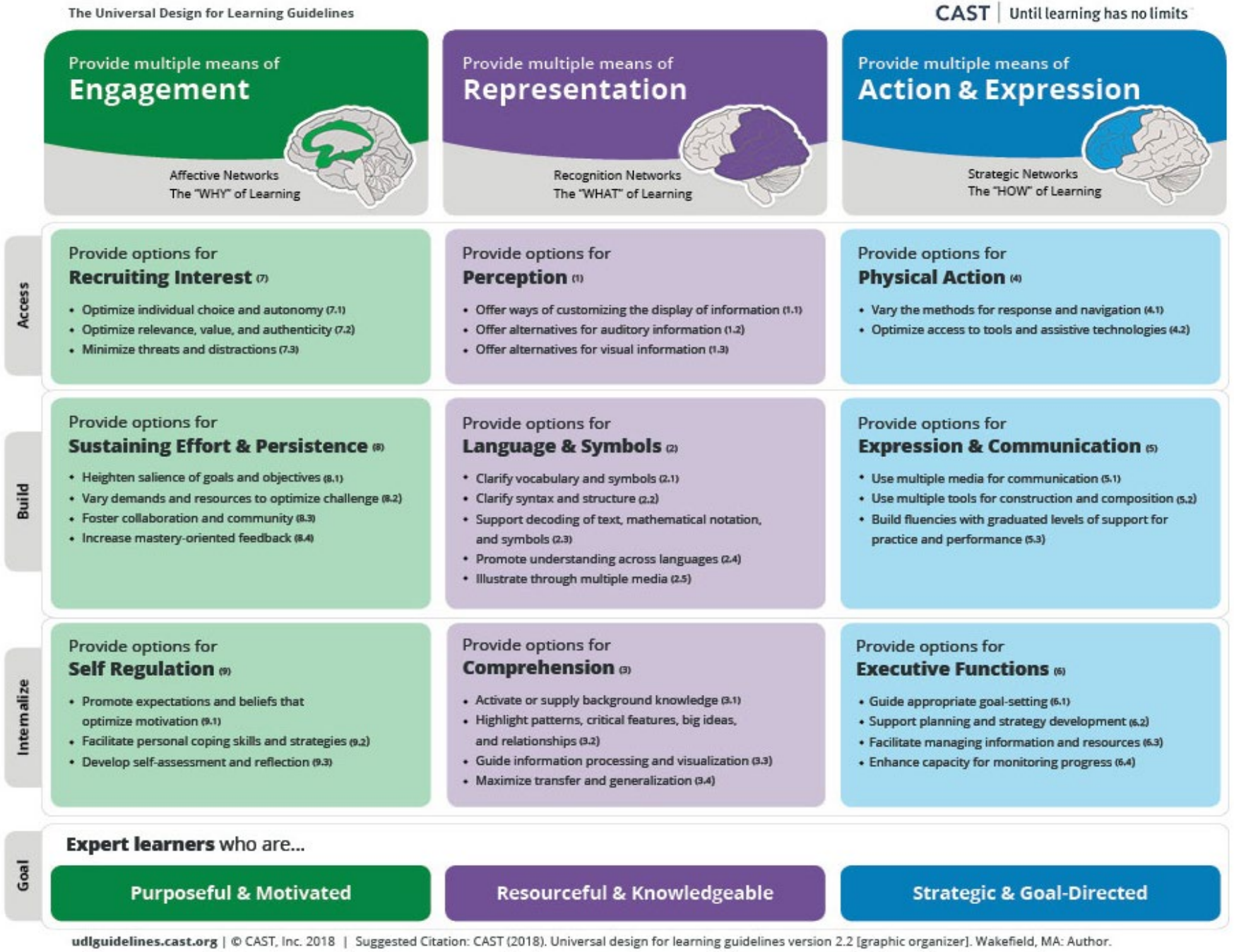
Graphic Novel



Theater Production or Movie

An English course can use principals of Universal Design for Learning (UDL) to provide flexibility in how students engage with the content and learning standards of a course.

Universal Design for Learning



Example 3

Systemic Flexibility in Course Selection

Comparable Content Course Substitution with adjusted **depth, breadth,** or **complexity**



Construction Math for Geometry Credit



Graphic Novel 1 for English Language Arts Credit

Providing Flexible Ways for Students to Learn...



Increases opportunities for students to engage in rigorous and high interest content.



Increases student interest and engagement.



Does not need to be a separate course and is not a strategy to make a course easier or decrease rigor.



Is a necessary part of inclusionary practices.

Resources

Transition Guidance for your Toolbox



HSBP and IEP Transition Plan Alignment Webinars

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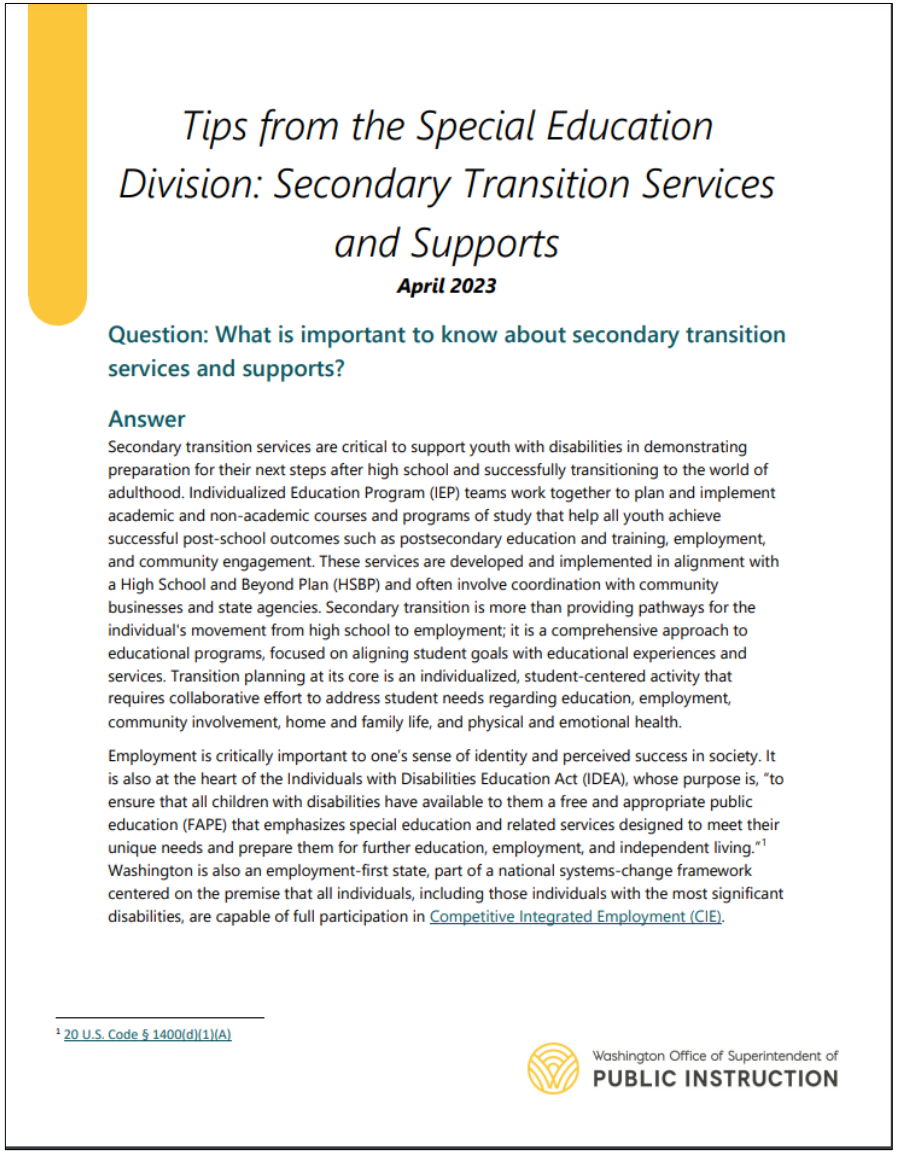
- WSAC Webinar: Supporting Students' Transition- Aligning HSBP's and IEP Transition Plans

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- HSBP 201: Aligning HSBP and IEP Transition Plans

2023 Tip on Secondary Transition!

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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."[1] 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).

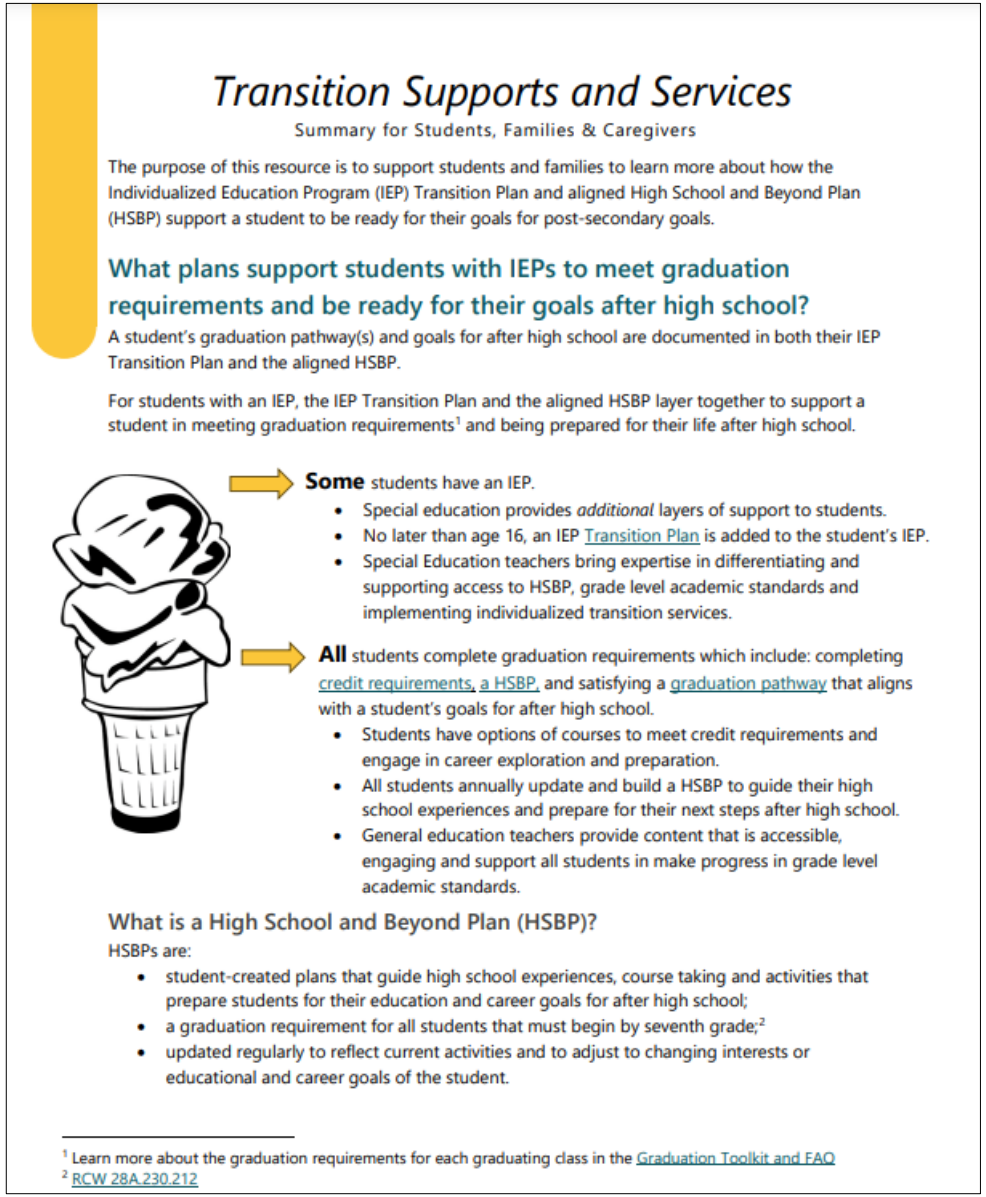
[1] 20 U.S. Code § 1400(d)(1)(A)

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Transition Supports and Services Summary for Students & Families

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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[1] 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.

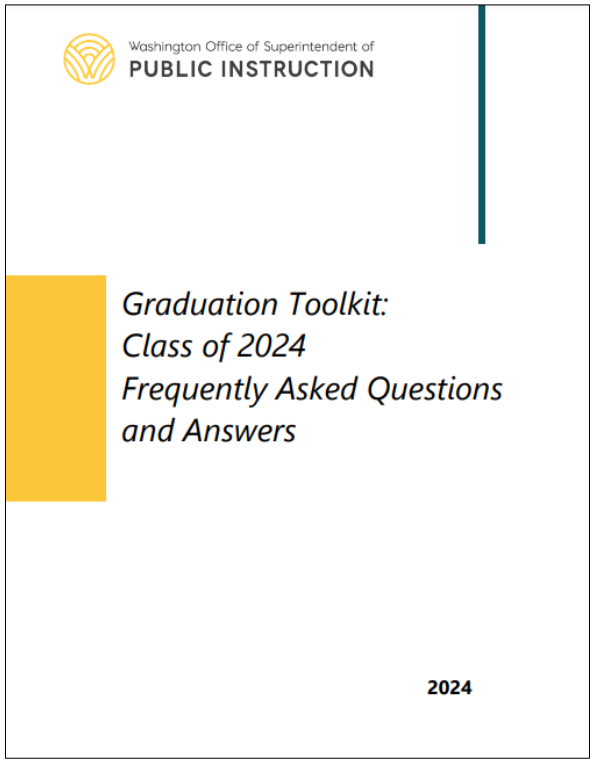
What is a High School and Beyond Plan (HSBP)?

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;[2]
- updated regularly to reflect current activities and to adjust to changing interests or educational and career goals of the student.

[1] Learn more about the graduation requirements for each graduating class in the Graduation Toolkit and FAQ
[2] RCW 28A.230.212

Comparable Content Course Substitutions



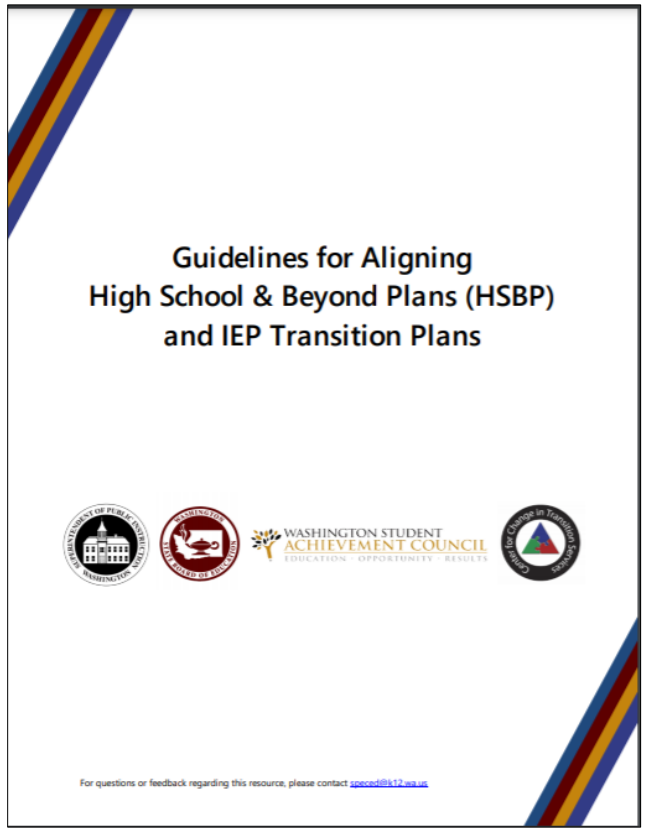
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[Special Education Guidance on WAC 180-51-115](#) *page 8.*

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[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: Postsecondary Education and Training Opportunities
- Appendix E: Postsecondary Employment Options
- Appendix F: Postsecondary 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

Questions/Wrap Up

Contact and Connect

- Contact OSPI with transition questions: speced@k12.wa.us
- Connect with CCTS for transition technical assistance, training, and resources
  - ccts@seattleu.edu
  - 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-f783fceccff2&forceDialog=0