

A One Page Guide to Secondary Transition

“Compliance can come as the result of good practice, but good practice RARELY comes as a result of compliance.”

Lindsey Anderson/George Washington University

According to IDEA 2004, secondary transition planning and services focus on improving a student’s academic and functional achievement and **facilitating a student’s movement from school to post-school activities**, addressing postsecondary education/training; competitive, integrated employment (including supported employment); adult services, and independent living/community participation.

In conjunction with the reauthorization of IDEA, the U.S. Department of Education through the Office of Special Education Programs requires states to develop State Performance Plans. This Plan was updated in 2014 to include 17 indicators, on which data will be submitted regularly through Annual Performance Reports.

Indicator 13, Secondary Transition (**I-13**), relates to the following transition services for students with disabilities:

- **ALL aspects of an IEP for students age 16 – 21 must be related to secondary transition** and help the student reasonably achieve his/her Post-School Outcome Goal, as identified on page 6 of the IEP.
- The transition planning process begins with the student turning 16 (or younger) and continues annually until the student exits special education.
- Every IEP that is written for a student who will turn 16 during the course of the school year **MUST** include transition planning (i.e., age-appropriate transition assessment, Post-School Outcome Goal Statements –PSOGs; annual goals & related objectives; and transition services).
- The “transition planning” box in the “Reason for Meeting” section of page 1 of the IEP should be checked in addition to any other appropriate reasons when holding a Planning and Placement Team (PPT) meeting to discuss transition goals and objectives.
- There also must be evidence that the student was invited to the PPT meeting where transition services are to be discussed and evidence that, and if appropriate, a representative of any participating agency was invited to the meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C 1416(a)(3)(B))

Indicator 14 (**I-14**), which involves the collection of data through the Post-School Outcomes Survey one year after the students exit high school, was revised at the federal level to reflect the critical importance of postsecondary education on quality of life after leaving school. The new indicator requires the Connecticut State Department of Education (CSDE) to collect data based on three separate, but progressively inclusive percentages regarding youth who are no longer in secondary school, had IEPs in effect at the time they left school, and are:

- A.) Enrolled in higher education within one year of leaving high school;
- B.) Enrolled in higher education or competitively employed within one year of leaving high school; or
- C.) Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.

Click on this link for a complete report on the most recent results of the [Post-School Outcomes Survey](#)

The State of Connecticut Department of Education is an affirmative action/equal opportunity employer.



**Look at ALL
Activities
Through a
Transition Lens.**



Bureau of Special Education Back-to-School Meeting

Connecticut State Department of Education | September 13, 2017

The Connecticut Transition Task Force (TTF) and the Connecticut Transition Community of Practice (COP) are major stakeholder groups that support the CSDE in its efforts to guide and inform students with disabilities, families, school districts, and community organizations about best practices in the areas of secondary transition. The following guidance documents were developed by these groups:

- **[Transition Bill of Rights](#)**

The Transition Bill of Rights for parents of students receiving special education will help parents and students understand a student's rights related to getting an education and other important issues regarding the transition to life after high school.

Available in [Spanish](#).



- **[CT CORE Transition Skills](#)**

The CSDE proposes that these 16 CORE Transition Skills should be addressed for all students with an IEP, at least for students ages 15–21 and for younger students as well. Available in [Spanish](#).

- **[CORE Transition Skills Resource Chart](https://www.cttransition.org/resources)** – <https://www.cttransition.org/resources>

This document was developed to support the assessment and instruction of the CT CORE Transition Skills. This chart provides a quick reference for assessments and resources that students, families, education and vocational rehabilitation professionals can use as they work together to develop Individualized Education Programs (IEPs) and Individualized Plans for Employment (IPEs). Examples of possible goals & objectives aligned with key English Language Arts College & Career Readiness Anchor Standards (CCRA) have been provided.

- **[Secondary Transition Planning IEP Checklist](#)** (electronic-checklists also available)

The Transition IEP Checklist is a tool to ensure that districts include all of the components of Secondary Transition in the transition planning and transition services for student IEPs. The CT State IEP can be found at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322680> Available in [Spanish](#).

- **[Easing into Secondary Transition](#)**: *A Comprehensive Guide to Resources and Services in CT*

Connecticut has a wealth of state agency and community-based resources and services to assist all students to be college and career ready when they exit high school. *EASING into SECONDARY TRANSITION* offers the opportunity for educators, students and families throughout Connecticut to identify and access these secondary transition planning resources.



For other Secondary Transition Resources check out the following sites:

- [CT State Department of Education – Secondary Transition](#)
- **NEW** [Transition Community of Practice Website](#)
- [Department of Developmental Services \(DDS\) – Transition to Adulthood](#)
- [Department of Rehabilitation Services \(DORS\)/Level Up – School to Work](#)
- [State Education Resource Center \(SERC\) Transition Initiative](#)



Online Learning Modules

- [Secondary Transition Services: Assessment Learning Module](#)
- [Secondary Transition Planning Process: Transition Goals 101 Learning Module](#)