

The Secondary Transition Playbook

Secondary Transition Team Structuring and Planning

May 15, 2025

Who is with you today...

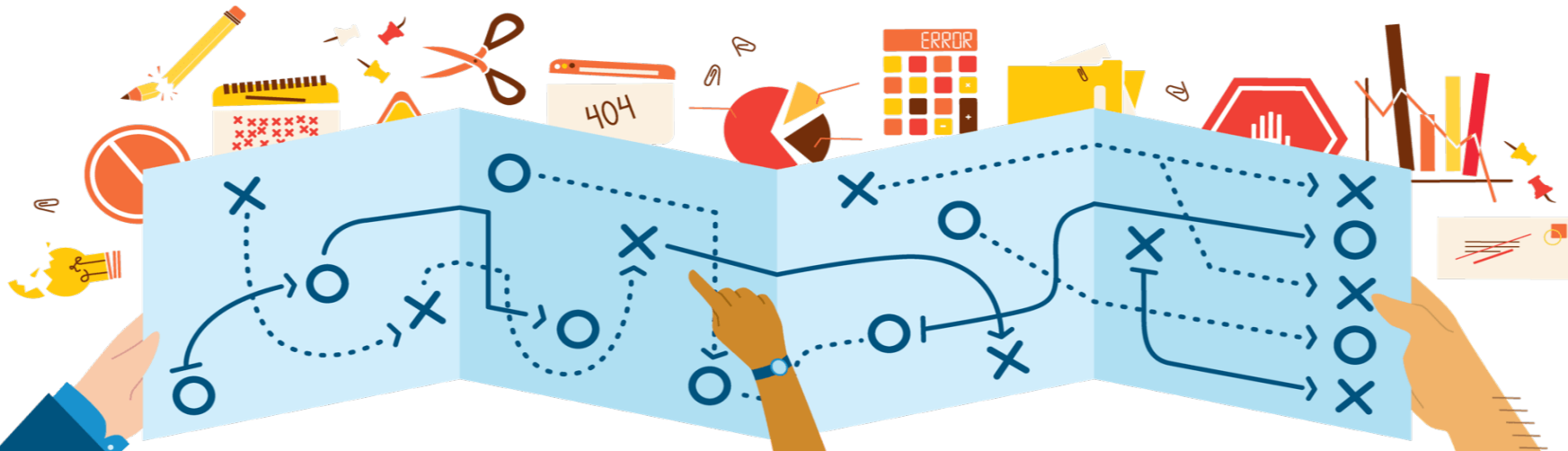
- **Kacy Little Owl** – Secondary Transition Specialist, Colorado Department of Education
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Agenda for the Day

- Opening
- Introduction to the Wildly Important Goal (WIG) & Postsecondary Outcomes
- Secondary Transition Housekeeping – What's the vision?
- Multiple Pathways for Postsecondary Workforce Readiness
- Pre-Assessment Planning Tool & Transition Taxonomies

Agenda, continued

- Team-Based Discussions and Guided Planning: Pre-Planning for the Transition Leadership Institute (TLI)
- Regional Breakouts & Team Planning
- Share Out and Close



Starting Off With a Big Thank you!

**I TEACH.
WHAT'S YOUR
SUPERPOWER?**



**To the real-life superheroes—
no capes,
just courage, caffeine, and
endless compassion!**

Thank you for shaping the future one student at a time! [You had the calling!](#)

But there is always [the May reality!](#)



What's Your Hidden Superpower?

A stylized illustration of a city skyline at sunset. In the foreground, two large superhero silhouettes stand on a rooftop. The one on the left is a male figure with a red cape, and the one on the right is a female figure. They are surrounded by many smaller superhero silhouettes flying through the air. The background is a warm orange and yellow gradient with diagonal stripes. At the bottom right, a city skyline is visible with several skyscrapers.

What's Your Hidden
Superpower?

Important Housekeeping for Planning



- The Big WIG
- ICAP Overlap
- Secondary Transition Vision Overview
- Resources



Colorado's Strategic Plan Priority – Secondary Transition Impact

Accelerating Student Outcomes: Colorado high school graduates leave ready with work-based learning experiences and post-secondary credentials.

Starting with the anticipated year of graduation of 2029, **100% of graduates** will have achieved at least one of the following:

- Earned a quality, in-demand non-degree credential
- Earned 12 college credits that count toward a postsecondary credential
- Participated in one high-quality work-based learning (WBL) opportunity (from Learning Through Work and Learning at Work sections of the Work-based Learning Continuum)

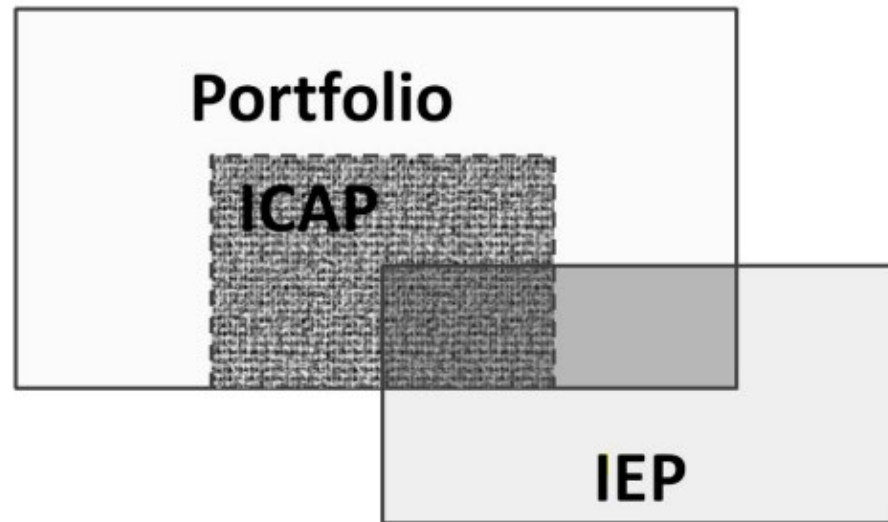
[CDE's 2025-2028 Full Strategic Plan](#)

[CDE's Work-Based Learning Site](#)

The Requirement of the ICAP Overlap

- The **ICAP** is the multi-year process that intentionally guides students as they explore **career, academic** and **post-secondary opportunities**.
- Intentional guidance to support students develop the awareness, knowledge, attitudes and skills to create their own meaningful and **PoWeRful pathways to be career and college ready**.
- **Senate Bill 09-256** was enacted into law with a requirement that by September 2011, **ALL students, grades 9-12** would have access to a system within their high school to create and manage an ICAP.
- The ICAP must be developed during a student's **9th grade year**.
- Students identified with a disability and determined to be eligible for special education services will also have an **Individualized Education Program (IEP)** in place that includes very similar information.
- Each student will have a **portfolio system** of some kind that is a collection of career and academic planning information.

The ICAP and IEP Alignment



Resources for Your Planning

[CDE's ICAP Site - The PWR of ICAP](#)

[ICAP and the IEP TA Document](#)

[ICAP and IEP Crosswalk: Colorado Rules](#)

Aligned Postsecondary Support for Students with Disabilities

Support district-level efforts to provide multiple pathway options for postsecondary workforce readiness (PWR) aligned to student interests and goals





Secondary Transition Overview

*Back to
the
Basics!*



Coordinated Service Delivery

The key to coordinated delivery of services to promote successful student outcomes

- Promotes meaningful postsecondary employment and training outcomes.
- Sets the expectation that all youth with disabilities, regardless the impact of disability, can achieve high quality, complete, integrated employment with essential services and supports.
- Supports ALL staff:
 - Decreases duplication of services and increases youth engagement
 - Streamlining means less time coordinating and more time focused on student outcomes

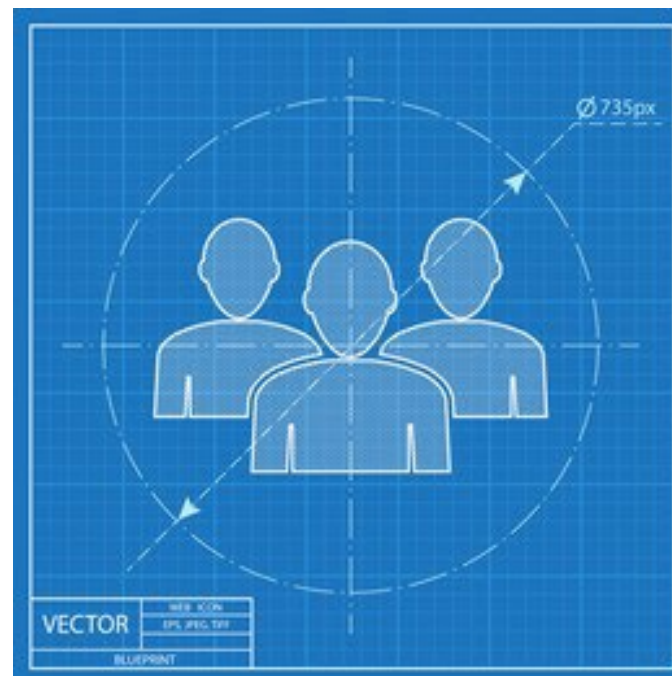
Adapted from Cultivating Success: Back to Basics for Thriving Transitions by NTACT the Collaborative



The Secondary Individualized Education Program – The IEP

- The blueprint for the student's special education
- Written by a team of persons knowledgeable about the student and their need
 - Who is your team?
 - Is your team planning integrated or siloed?

Adapted from Cultivating Success: Back to Basics for Thriving Transitions by NTACT the Collaborative



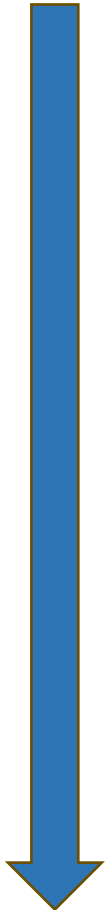


The Secondary Transition Process

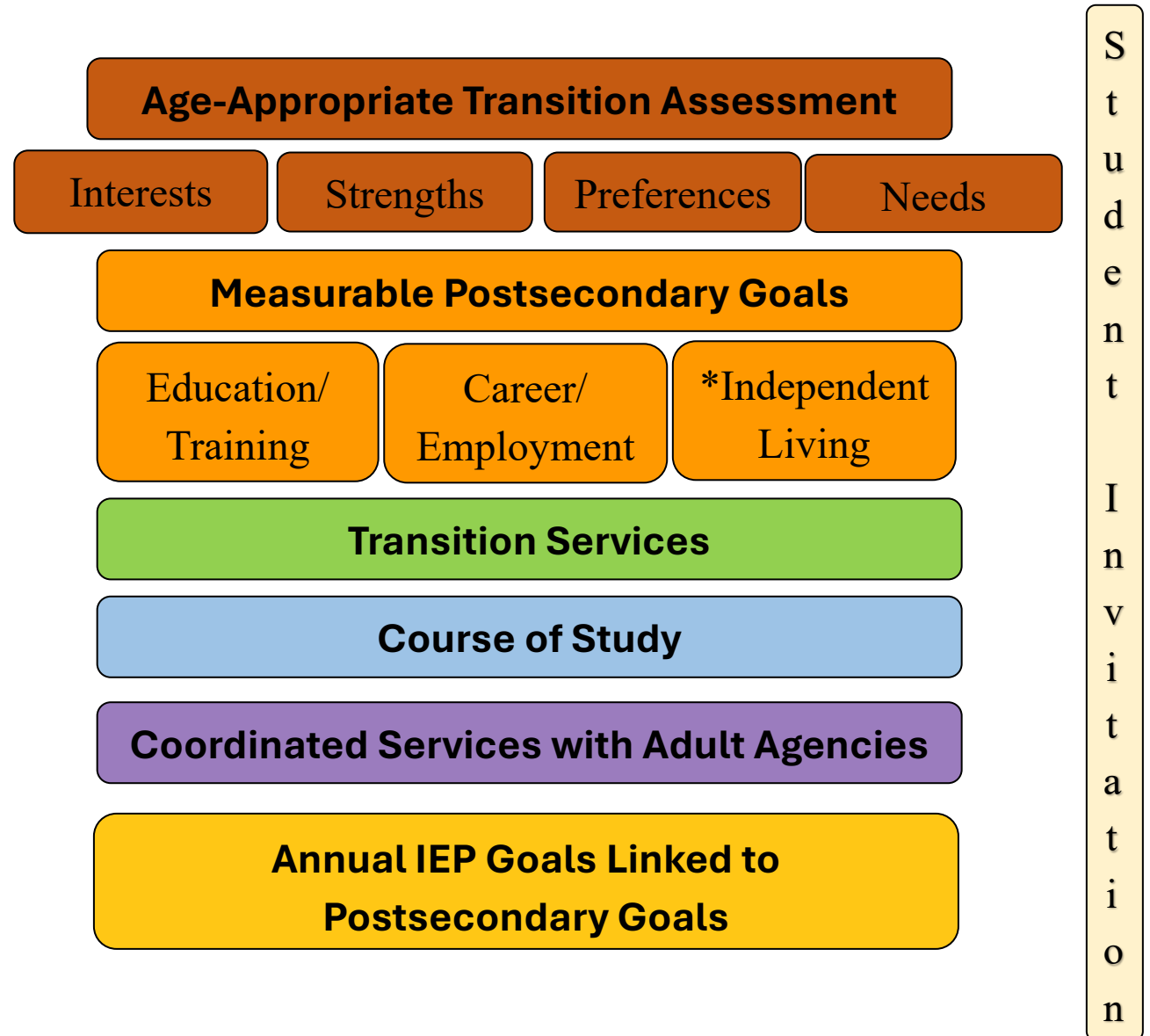
- Youth driven
- Collaboration Oriented: Schools, Agencies, Families
- Age-appropriate transition assessment as the foundation
- Post secondary education/training, employment and independent living goals
- Transition services and activities aligned to post-secondary goals
- Meaningful Course of Study as a transition service
- Measurable annual IEP goals align to and drive postsecondary goals
- Includes progress monitoring and assessment: Academic, Functional, Secondary Transition Plan

Adapted from Cultivating Success: Back to Basics for Thriving Transitions by NTACT the Collaborative

The Flow of IDEA Secondary Transition Services



* As Appropriate



Age-Appropriate Secondary Transition Assessment

The process for gathering meaningful information to plan, evaluate or make decisions.

- Identifies interests and preferences
 - Interests: a measure of opinion, attitudes, and preferences
 - Preferences: what the student values and likes
- Sets postsecondary goals
 - Education/Training
 - Career/Employment
 - Independent Living
- Further assesses abilities, aptitudes and skills
 - Abilities: talents or acquired skills
 - Aptitudes: characteristics that inform us of a student's learning strengths or proficiency in specific areas
- Information should be gathered from multiple people and places over time.
- Should not look the same for every student!



Guidance in Developing Meaningful Goals



Postsecondary and Annual Goal Alignment

- Use ongoing **assessment, exploration and experience** to align goals with skills, interests and preferences
- Help students learn the requirements necessary to meet their goals
- Exploration may lead to broad areas of interests to expand career opportunities. Examples:
 - Veterinary Medicine adapts to a 'helping animals career'
 - Doctor adapts to 'healthcare and helping others'
- Annual goals are the steppingstones to the postsecondary vision
 - Target skills relevant to the field
 - Ensures services and instruction are meaningful and personalized

Adapted from Cultivating Success: Back to Basics for Thriving Transitions by NTACT the Collaborative



Secondary Transition Services

- Must support the attainment of the postsecondary goals in education, employment and independent living
- Are a coordinated set of activities based on student need
- Consider the student's strengths, preferences and interests
- Services identify what will be provided by the school and who will be providing the services

Adapted from Cultivating Success: Back to Basics for Thriving Transitions by NTACT the Collaborative

Possible IDEA Secondary Transition Services

- **Instruction:** teach self-advocacy skills, interview skills, discuss accommodations and modifications with postsecondary education/training providers
- **Related Services:** provide transportation to tour postsecondary training programs, explore access to needed OT/PT as an adult
- **Community Experiences:** Learn about ADA, register to vote, join a community recreation center or program, register for selective service
- **Employment:** Interview adult worker in a career field of interest, obtain paid job in area of interest, participate in mock interview in field of interest
- **Other Post-School Adult Living Objectives:** complete online application for vocational rehabilitation services, obtain driver's license, contact Center for Independent Living for information on self-advocacy
- **Daily Living Skills (if applicable):** learn about time and money management, files taxes, explore transportation options, apply for audio books
- **Functional Vocational Evaluation (if applicable):** complete/review career interest inventories and/or aptitude assessments, review career interests to insure alignment with graduation plan

NTCT:C A Side-by-Side View of Secondary Transition Services



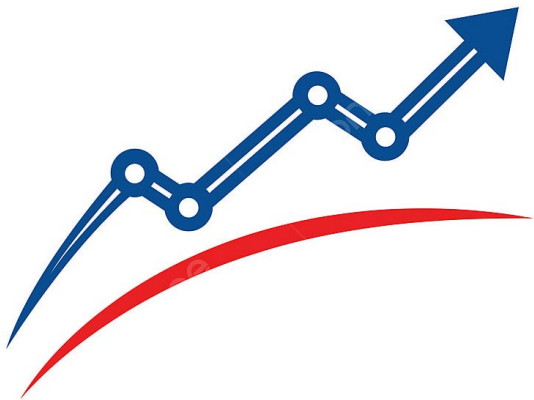
Pre-Employment Transition Services (Pre-ETS) 34 CFR §361.5(c)(42)

Definition: Pre-ETS are the earliest set of services for student with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) Services

Short-term in nature

Based on student need, and

Help students identify their career interests



VR Transition Services 34 CFR §361.5(c)(55)

Definition: Outcome-oriented services for students with youth with disabilities who have been determined eligible for VR services, and facilitate movement from the receipt of services from schools to the receipt of services from VR agencies, and/or as appropriate, other State agencies.

Promotes the movement from school to post-school activities:

- Postsecondary education,
- Vocational education,
- Competitive integrated employment,
- Supported employment,
- Continuing and adult education,
- Adult services,
- Independent living, and
- Community participation

Individuals with Disabilities Education Act 20 U.S.C. § 300.43 (2004)

Part B of IDEA: Defines transition services as a coordinated set of activities focused on improving the academic and functional achievement of students. This set of activities are designed with in a results-oriented process that promotes the movement from school to post-school activities including:

- Postsecondary education,
- Vocational education,
- Competitive integrated employment,
- Supported employment,
- Continuing and adult education,
- Adult services,
- Independent living, and
- Community participation

VR Continuum of Services for Students with Disabilities

Pre-ETS

- Earliest set of services for potentially eligible or eligible students
- Short term in nature to help identify career interests
- Specific set of five required activities under Pre-ETS
- VR must reserve a minimum of 15% of federal funds for Pre-ETS services

Transition Services

- Available for eligible students or youth through an Individualized Plan for Employment (IPE)
- Help further develop and pursue career interests through postsecondary ed, vocational training, job search, retention, follow-up and follow-along services

Employment Related

- Typically provide once eligible students have further identified, developed and pursued career interests, offered through transition services and are pursuing specific employment outcomes through an IEP
- Assist in preparing for, securing, retaining, advancing or regaining an employment outcome



Going Back to Your Team...

Identify who is missing from your team?

- Special education administration
- Career and Technical Education (CTE) administrator/provider
- Supplemental service providers
- College, Career, and Military Preparation Counseling
- High school counseling
- VR Counselor(or SWAP through DVR)
- Community agency representatives
- Cultural and language support liaisons
- Who else???
- Who is working for you???



NTACT:C Resources to Seek and Keep

- [Transition assessment Webpage](#)
- [Transition Planning Resources Webpage](#)
- [Quality Transition Planning is a Process](#)
- [Moving from Assessment to Practice](#)
- [Side-by-Side View of Transition Services](#)
- [Access the VR Continuum of Services](#)



Online Modules to Take and Use

[NTACT: C Module Webpage](#)

- The Essentials of Self-Determination
- Transition Assessment: The Big Picture
- Engaging with Families
- Interagency Collaboration: The Groundwork
- Best Practices for Planning for Transition
- Pre-Employment Transition Services (Pre-ETS)
- Community –Based Transition Programs
- Build Your Own Secondary Transition Toolkit

Let's Dig Into Your Team Planning!

Priority Pre-Assessment (Link)

We are going to work together for your team to complete Pre-Assessment statements related to:

- Interagency Collaboration
- Family Engagement
- Student and Youth-Focused Planning
- Student and Youth Development
- Program Structures

Regional Breakout Time

Let's continue to create your network through regional communities of practice (CoPs)

- Shared Resources and Expertise
- Improved Interagency Collaboration

- Aligned Best Practices
- Professional Learning and Support
- Stronger Student and Family Outcomes



Share Out and Close

Ideas to share:

- What is working for you that you would like to share with everyone?
- What is one insight or strategy you are taking away from today's training?
- What surprised you or challenged your thinking today?
- How might you share what you learned today with others at your site?
- What is one thing you heard today from a colleague that you want to explore further?



Feel Free to Connect!

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