

Secondary Transition Regional Training & Technical Assistance Opportunities

Improving work-based learning opportunities for students with disabilities to improve employment outcomes

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Parents, Youth/Young Adults, SWAP personnel, Project Search personnel, Other related employment partnerships, and Community Service Providers

Length: 1.0 to 2.5 hours

Format: In person or webinar

This training would focus on how to create competitive, integrated work-based learning opportunities for students within the school/district or in the community. The training will focus on the Workforce Innovation and Opportunity Act (WIOA) requirements, pre-employment transition services, and connecting with local partners without supplanting but enhancing work awareness, exploration, and preparation activities for better student outcomes.

Incorporating functional capacities in IEP writing and related education reports

Audience: School Administrators, Special Education Directors, Special Educators, Related service providers, Case managers

Length: 1.0 to 1.5 hours

Format: In person or webinar

Writing IEPs can be challenging. Let us help you with language that can assist students to access those adult services you are linking them to. Eligibility and service provision for adult agencies can be aided with the use of recent assessment information from related education service providers (i.e. VT, Deaf/HOH, OT, PT, ST, nurse, psychologist, school counselors, etc.) and IEPs that demonstrate a student's current functioning level.

Introduction to secondary transition requirements

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Parents, Youth/Young Adults, and Community Service Providers

Length: 2.5 to 3.0 hours (minimum)

Format: In person

The presenters will introduce the secondary transition IEP requirements for meeting Indicator 13 responsibilities. Participants will engage in interactive activities to become proficient in understanding the requirements using the National Technical Assistance Center on Transition (NTACT) compliance checklist to meet IDEA requirements.

This presentation is for those new to IEP teams that are involved in the transition planning process within the IEP and those choosing to refresh their understanding of the requirements.

Partnering to review Transition IEPs for Indicator 13 compliance

Audience: School Administrators, Special Education Directors, Special Educators, Special Service Providers

Length: Varies depending on number of files

Format: In person or virtually

Conduct side-by-side Secondary Transition IEP file reviews with CDE staff to build capacity of local teams in recognizing the elements of a compliant IEP.

Partnering with local agencies for successful transition to adulthood

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Parents, Youth/Young Adults, and Community Service Providers

Length: 2.5 to 3.0 hours (minimum)

Format: In person

Do you know what agencies can help young adults and high school students move forward into adult life after they finish high school? Are you wondering what, if any, resources or supports might be available to help during transition? Join representatives from several state agencies to learn how to partner in transition planning. Panel members will discuss their agencies' unique roles in supporting students and families during their school and adult lives. Participants will learn about eligibility requirements for each program, the type of services available, the agency's role in transition planning, and how the agencies work together to support the needs of young adults with disabilities as they move from high school to adult living. This presentation provides information from agency experts representing the Division of Developmental Disabilities, the Office of Behavioral Health, Division of Vocational Rehabilitation, Colorado Department of Labor and Employment, Exceptional Student Services Unit, Office of Postsecondary Workforce

Readiness, Colorado Community College System, and Office of Dropout Prevention & Student Re-engagement (as available and requested).

Quarterly check and connects (progress monitoring) for Transition Action Plans

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Parents, Youth/Young Adults, and Community Service Providers

Length: 2.5 to 3.0 hours (minimum)

Format: Webinar

This webinar will walk teams through the process of evaluating progress on meeting the goals set in their Transition Action Plans.

Strategies to analyze post-school outcome data

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Guidance Counselors, Support Staff

Length: 1.5 hours (minimum)

Format: In person or virtually

What do the results of the PSO Survey tell us about students with disabilities who have been out of school for a year and their engagement in higher education, competitive employment, some other postsecondary education/training or employment? Do certain students do better, if so which ones? How do I access my school's PSO results? Do students from my school have results similar to students throughout Colorado? Participants will understand what state and local results indicate and how to use PSO Survey results as part of an ongoing data based decision-making process.

Triangulating annual goals using academic and employment standards

Audience: School Administrators, Special Education Directors, Special Educators

Length: 2.5 to 3.0 hours (minimum)

Format: In person

This interactive workshop will teach participants a proven method for writing compliant, legally defensible and most of all meaningful and linked annual IEP goals designed to promote movement toward the post-secondary goal.

Understanding WIOA and the impacts on all students with disabilities

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Counselors, Special Service Providers

Length: 1.0 to 1.5 hours

Format: In person or webinar

The Workforce Innovation and Opportunity Act has great things in store for ALL students with disabilities. Come learn who meets the definition of a student with a disability (it's not just those on an IEP), about pre-employment transition services, when to refer to the Division of Vocational Rehabilitation (DVR) and how to partner with DVR for improved post-secondary outcomes.

Using graduation, dropout, and post-school outcome data to improve practices

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Parents, Youth/Young Adults, and Community Service Providers, Local Business Leaders, Support Personnel (stakeholder team required)

Length: 4.0 to 5.0 hours (minimum)
Requires more than one meeting

Format: In person

During this training, participants will **examine** graduation, dropout, and post-school outcome data, **assess** progress toward meeting targets in each area, **select** predictors of post-school success, and **develop** an action plan designed to improve in-school secondary transition programs for students with disabilities. This training requires follow up meetings to discuss progress towards meeting goals identified in the action plan.

Using a self-assessment tool for secondary transition program evaluation

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Special Service Providers, Parents, and Community Service Providers (stakeholder team required)

Length: 2.5 to 3.0 hours (minimum)

Format: In person

Teams will be guided through completing the following tools to evaluate their local transition programs: the Predictor Implementation Self-Assessment Tool from the National Technical Assistance Center on Transition or the Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument (QI-2) from the Transition Coalition. Following completion of the

tool, teams will be guided through a discussion and gap analysis to identify opportunities to improve policies and/or programs in meeting the transition needs of their secondary education students.

Writing a secondary transition IEP using evidence-based practices

Audience: School Administrators, Special Education Directors, Special Educators, General Educators, Parents, Youth/Young Adults, and Community Service Providers

Length: 2.5 to 3.0 hours (minimum)

Format: In person

This interactive workshop assists participants in applying information from previous secondary transition training(s) conducted by our CDE/ESSU secondary transition specialists. The expectation is that participants attending this training will come with a foundational knowledge of Indicator 13 secondary transition IEP requirements. This workshop will go beyond compliance requirements with evidence-based best practices for a meaningful transition planning process within the IEP for students with disabilities. CDE/ESSU specialists will assist participants with hands-on activities to participate in the transition planning process and, as appropriate, to review their own IEPs using the NTACT checklist to improve student postsecondary outcomes.

Coming Soon

IEP/ICAP alignment (coming January, 2018)

For contact information on your Regional Secondary Transition Specialist, refer to the appropriate area of the map and AU listing.