

TRANSITION PLANNING

REQUIREMENTS

Individuals with Disabilities Education Act (IDEA) 2004

§ 300.43 Transition services. (a) *Transition services* means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes— (i) Instruction; (ii) Related services; (iii) Community experiences; (iv) The development of employment and other post-school adult living objectives; and (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service if required to assist a child with a disability to benefit from special education. (Authority: 20 U.S.C. 1401(3)).

§ 300.321 IEP Team

(b) *Transition services participants.*

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Colorado Exceptional Children's Educational Act (ECEA) 2013

4.03 (6) (d) Exception: In lieu of 34 CFR **§ 300.320(b)**, the IEP content requirements for transition services shall be as follows: (i) Beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team, and updated annually, thereafter, the IEP must include: (ii) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and when appropriate, independent living skills; and; (iii) The transition services (as defined in Section 2.51 of these Rules and including courses of study) needed to assist the child in reaching those goals.

PROCESS

Transition planning, services, and activities should be approached as a multi-year process. Young adults and their parents play an important role in the planning process. Based on assessment data, identify students' measurable postsecondary goals (PSGs) in the areas of career/employment, education and training, and independent living. The PSGs are the foundational components of the planning process. Once PSGs are identified, the course of study, transition services, and annual goals must directly and genuinely link to the PSGs. In addition, any functional and academic needs must be identified to address gaps that may hinder students' ability to progress toward identified PSGs. Transition services can and should be delivered through the identified course of study to include curricular and extracurricular activities in a variety of settings, such as academic, vocational, home, and community environments as students work toward mastery of annual goals.



CONSIDERATIONS

The following evidence-based practices and predictors of post-school success should be considered when developing transition plans. The student's preferences, interests, skills, and needs will guide the transition planning process.

- Identify student learning styles and needs, as well as necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, and complete career interest and aptitude assessments to identify additional education or training requirements.
- Match career interests and skills with academic coursework and authentic work-based learning experiences.
- Identify needed community adult agency linkages.
- Determine postsecondary education and training needs and linkages.
- Identify independent living needs and supports. Provide opportunities for authentic experiences.
- Provide opportunities for the development of self-advocacy/self-determination skills.
- Ensure students' understanding and ability to explain their disabilities and needed accommodations.
- Determine assistive technology tools needed to increase community involvement and employment opportunities.
- Obtain an appropriate state identification document before age 18.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicaid).
- Determine needed skill development in social conventions for a variety of settings.
- Determine the need for guardianship.
- Provide opportunities for families to participate meaningfully in the transition planning process.
- Identify transportation needs and options, as well as resources and training needs.
- Provide opportunities to learn and practice skills in the general education environment and other inclusive settings.
- Provide opportunities to learn and practice informed decision-making skills to include safety, financial matters, personal care, health care, and wellness.

This CDE guidance document is meant for clarification, is not legally binding, and is not to be confused with legal advice. This guidance reflects CDE's recommendations, but Administrative Units (AUs) may have developed their own policies or procedures that differ from those described herein. Be sure to refer to your local AU's policies and procedures through the Director of Special Education. If you are seeking legal advice, please contact your legal counsel.

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

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