

Family Guide to Transition Planning

Preparing Students with Disabilities for Life After High School

Produced by the Technical Assistance Partnership for Transition at Cornell University.



Welcome to the Family Guide to Transition Planning

The purpose of the Family Guide to Transition Planning—Preparing Students with Disabilities for Life After High School is to assist families in understanding the transition planning process specifically from high school to life after high school. When families are knowledgeable about the transition process and invited to participate by educational organizations (EOs), students with disabilities experience improved post-school outcomes in the areas of employment, postsecondary education, and independent living.

This guide is intended to be utilized with families and EOs as they embark on or are looking to dive deeper into the transition planning process. Throughout the guide, embedded links point to a variety of resources, including professional development (PD) packages, to enhance participants' understanding of the material. Participants are encouraged to review the entire guide, either individually or in a group setting, while understanding there may also be a need for focusing on one particular section at a time.

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SECTION 1.0



Introduction (Section 1.0)

As students with disabilities prepare to transition to adult life, educators, families, and community agencies are highly encouraged to work together to provide students with the information, skills, supports, and services they need to have the future they want. Embedded in this document are a variety of resources and tools that can assist with the transition planning process, including a user-friendly glossary of the terms and abbreviations used throughout this guide.

Glossary of Terms and Abbreviations

Technical Terms

Transition planning is the ongoing process of preparing students with disabilities for the adult life they choose after high school.

Regional Partnership Center (RPC) provides targeted support to school districts to enhance district capacity to provide services and supports for students with disabilities from early childhood (EC) and school-age (SA) education to engagement in post-school opportunities.

The **RPC Transition Specialist (TS)** will provide training and technical assistance (TA) on issues related to transition planning and services.

The **Family and Community Engagement (FACE) Center** works collaboratively to provide technical assistance and professional development that will promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for SA students.

A **Free Appropriate Public Education (FAPE)** means a child with a disability will receive the same education as a child without a disability. It will also provide students with an education, including specialized instruction and related services where necessary, designed to prepare the child for further education, employment, and independent living.

Self-determination is defined as acting or causing things to happen as you set and work toward goals in your life.

Starting with the IEP in effect when the student turns 15, the CSE team will begin considering the goals for life after high school. These are called **measurable postsecondary goals**.

Annual goals describe what the student is expected to achieve in one year. The goals are aligned with the academic, social, and physical skills that the student needs in order to achieve their goals for life after high school.

The **Coordinated Set of Transition Activities** are the activities and services that will help the student gain the skills needed to meet their goals.

Legislation

The **Americans with Disabilities Act (ADA)** of 1990 is a civil rights law that prohibits discrimination based on disability.

The **Individuals with Disabilities Education Act (IDEA)** of 2004 is a United States law that mandates equity, accountability, and excellence in education for children with disabilities.

The **Rehabilitation Act** is a federal law that defines transition as a coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The Rehabilitation Act also

makes a clear distinction between a “student with a disability” and “youth with a disability” for purposes of Section 504.

Workforce Innovation Opportunity Act (WIOA) provides services as an early start to job exploration (these begin during the school year that a student turns 14 years old) and are designed to help students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services identify their career interests.

Common Acronyms

Acronym	Definition
ACCES-VR	Adult Career and Continuing Education Services—Vocational Rehabilitation
ADA	Americans with Disabilities Act
CDOS	Career Development and Occupational Studies
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
CTE	Career and Technical Education
EC	Early Childhood
ELA	English Language Arts
EO	Educational Organization
ESSA	Every Student Succeeds Act
FAPE	Free Appropriate Public Education
FACE Center	Family and Community Engagement Center
GED	General Educational Development Test
IEP	Individualized Education Program
ILC	Independent Living Center

The **Family and Community Engagement Center (FACE Center)** works collaboratively to provide technical assistance and professional development that will promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for school-age students.

Acronym	Definition
NYSAA	New York State Alternate Assessment
OMH	Office of Mental Health
OPWDD	Office for People with Developmental Disabilities
Pre-ETS	Pre-Employment Transition Services
RPC	Regional Partnership Center
SA	School-age
SSI	Supplemental Security Income
TS	Transition Specialist
VR	Vocational Rehabilitation
WBL	Work-Based Learning



The **Transition Specialist (TS)** will provide training and technical assistance on issues related to transition planning and services.

What is Transition Planning?

Transition planning is the ongoing process of preparing students with disabilities for the adult life they choose after high school. A truly successful transition process is the result of comprehensive team planning that is driven by the dreams, desires, and abilities of students. A transition plan provides the basic structure for preparing an individual to live, work, and play in the community, as fully and independently as possible.¹

When students exit the school system, they will no longer receive the same supports and services. Some questions to consider when thinking about life after high school include: What will happen in their life beyond the school schedule? What will their weekly schedule look like? What kind of activities will be on their calendar? Where will they work or live?

¹ Office of Special Education and Rehabilitative Services, United States Department of Education (2020). A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities. <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-08-2020.pdf>

The transition process is a “big picture” concept, and yet, it must unfold on a daily schedule. Keeping the big picture in mind will help to guide the everyday activities that will facilitate the achievement of the student’s transition goals. Included in the big picture are three questions that should be discussed with the student in the transition planning process.

- Where are you now?
- Where do you want to go?
- How do you get there?

These questions and more are discussed with a **team known as the Committee on Special Education (CSE) that is made up of the student, their family, school staff, and community organizations (when appropriate)**. The CSE (see the Overview of Transition Planning section for more information) shares information, agrees on goals, and creates a plan for the student’s life after high school including **where the student would like to work, learn, and live after high school** and one that honors the **student’s and family’s cultural values and priorities**. This information is documented in an **Individualized Education Program (IEP)** which is a living document that changes and develops as your child does. It is like a roadmap that plots an educational journey guiding students through high school and toward their desired post-school activities.

Transition planning is an ongoing process that is a student-centered, collaborative effort across multiple school years. When transition planning, the following should be considered:

- Results of age-appropriate transition assessments;
- Family and student input as valued partners in the planning process;
- Cultural and family values;
- Collaboration with participating state and community agencies to provide the student with appropriate services to meet post-school goals;
- Coursework for meeting the New York State (NYS) Regents Diploma requirements;
- Instruction toward the Career Development and Occupational Studies (CDOS) credential option; and
- Opportunities for career development activities, including in-school and out-of-school job training, work-based learning (WBL) and Career and Technical Education (CTE) coursework.

All parents and families want their children to have active and fulfilling adult lives and **transition services are an essential part of achieving this goal.**

PURPOSE of Transition Planning	To help students and families establish a vision for the future about where the student will work, learn, and participate in the community.
FOCUS of Transition Planning	<ul style="list-style-type: none"> • Future education and training • Future careers and employment • Independent living • Self-determination

What are transition services?

Transition services include a results-oriented process 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.

Transition teams should consider the following:

- Related instruction (e.g., resource room)
- Related services (e.g., speech therapy, counseling services, physical therapy)
- Community and employment experiences
- Development of employment and adult living objectives
- Acquisition of daily living skills
- Functional vocational evaluation
- Linkages to adult services
- Course of study

Transition planning involves **backward planning**. This means the student identifies goals for the future, then the team prioritizes necessary skills and supports the student's needs at each grade level to enable progress towards those goals.

For example, if a student wants to work as a chef in a restaurant or wants to stay at home to care for an elderly family member after high school, transition planning will involve creating a plan to provide **related instruction** (for example, social skills needed), **community and employment experiences, adult living objectives, linkages to adult services, related services**

(for example, communication skills needed), and **course(s) of study** to help prepare the student for becoming a chef or for being a full-time stay-at-home caretaker.

Who is eligible for transition services in New York State (NYS)?

While federal law requires transition planning for students with disabilities, to begin with the first Individualized Education Program (IEP) in effect at age 16, NYS law requires transition planning to begin **no later than the first IEP to be in effect when the student turns age 15** (and at a younger age, if determined appropriate) and updated annually.

Once the student turns 15 years old, the **CSE** team the school **must invite the student to participate**. Families and students are partners in the IEP process and **should be invited to all CSE meetings**. A family's inclusion in the transition planning process is essential to ensure they are able to support their child in preparing for adult life.

Moreover, NYS regulation requires students aged 12, and those referred to special education for the first time who are age 12 and over, to receive an assessment to determine vocational skills, aptitudes, and interests.² More information on this can be found in the Transition Assessment section.



Looking for more information on an Introduction to Transition?

Connect with your local FACE Center or Transition Specialist about the following trainings:

Families: "What is an IEP? For Families of School-Age Students"

EOs: "Transition in the IEP" and "Culturally Responsive Transition Planning Guide"

² Individuals with Disabilities Act, 20 U.S.C. § 1401(2004)

SECTION 2.0



Transition Laws and Guiding Principles (Section 2.0)

Federal and state laws and regulations **protect the rights of students with disabilities and their families** to ensure all students with disabilities have access to a [Free Appropriate Public Education \(FAPE\)](#). These laws and regulations provide standards relevant to transition planning for students with disabilities.

Free Appropriate Public Education

means that the child with a disability **will receive the same education as a child without a disability**. The term “appropriate” means the education must be designed to meet the student’s individual educational needs, which must be assessed through appropriate evaluation and placement procedures.³ FAPE can be achieved by giving the child special services, usually written in an IEP. These services may include accommodations for children who use adaptive equipment, services for academic needs, speech and language services and modifications to make a learning environment more accessible for children with disabilities.

³ Individuals with Disabilities Act, 20 U.S.C. § 1401(2004)

Every Student Succeeds Act (ESSA)

[ESSA](#)⁴ was signed into federal law in 2015 and includes provisions that will help to ensure success for students and schools including:

- Advancing equity by upholding critical protections for America's disadvantaged and high-need students.
- Requiring—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensuring that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helping to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustaining and expanding this administration's historic investments in increasing access to high-quality preschool.
- Maintaining an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

In addition to the information at the federal level, NYSED engaged diverse groups of stakeholders to solicit recommendations on how to craft an ESSA plan that best meets the needs of the state's students, schools, and communities. The plan emphasizes fostering equity in education for all students and expands measures for school accountability and student success. The [NYS ESSA plan](#)⁵ also supports effective transition practices throughout a student's educational experience and fosters coordinated transitions from early childhood education to postsecondary education. This emphasis on coordinated transitions directly aligns with NYSED's initiatives in transition planning for students with disabilities under IDEA. This alignment also promotes the development of schoolwide inclusive systems of transitions, based on a student's individual needs, experiences, interests, and aspirations.

⁴ United States Department of Education. (n.d.). Every Student Succeeds Act (ESSA). <https://www.ed.gov/essa>

⁵ New York State Education Department. (n.d.). Five things Every Parent Should Know About New York State's Plan for the Every Student Succeeds Act. <https://www.nysed.gov/common/nysed/files/programs/essa/essa-fact-sheet-parents.pdf>

The Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) defines *transition services* as a coordinated set of activities for a student, designed within a results-oriented process, which promotes movement from school to post-school activities, including:

- Postsecondary education
- Vocational training
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent Living
- Community participation

These activities are based on the student’s needs, considering the student’s strengths, preferences, interests, and vision for adult life.⁶

The Rehabilitation Act

The federal Rehabilitation Act has a similar definition of transition services using an outcome-oriented approach with **a focus on career development, competitive employment in the integrated labor market, and self-sufficiency of the individual.**

The Rehabilitation Act also makes a clear distinction between a “student with a disability” and “youth with a disability.” In general, a “student with a disability” is an individual with a disability who is enrolled in an education program; meets certain age requirements; and is eligible for and receiving special education or related services under IDEA or is an individual with a disability for purposes of Section 504. A “youth with a disability” is an individual with a disability who is between the ages of 14 and 24 years of age. There is no requirement that a “youth with a disability” be participating in an educational program.⁷

⁶ Individuals with Disabilities Act, 20 U.S.C. § 1401(2004)

⁷ Office of Special Education and Rehabilitative Services, United States Department of Education (2020). A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities. <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-08-2020.pdf>

Workforce Innovation Opportunity Act (WIOA)

[The Workforce Innovation Opportunity Act \(WIOA\)](#) was signed into effect in 2014, and the regulations were issued in 2016. WIOA provides [Pre-Employment Transition Services \(Pre-ETS\)](#) as an early start to job exploration (these begin during the school year that a student turns 14 years old) and is designed to help students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation (VR) services identify their career interests. These services include:

- Job exploration counseling
- WBL experiences, which may include in-school or community-based opportunities
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy, (including instruction in person-centered planning), which may include peer mentoring

Pre-ETS are **not meant to replace the transition services in a student's IEP**, but rather to enhance the transition plan and should be coordinated with other transition services provided by the school.

NYS Regulations of the Commissioner of Education

Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs [Section 100.2\(j\)](#)

For all grades kindergarten through twelve, comprehensive developmental school counseling/guidance programs at both district and building levels shall prepare students to participate effectively in their current and future educational programs as age appropriate. Additionally, the program shall be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The program shall be designed for the purpose of preparing students to participate effectively in their current and future educational programs, provide information related to college and careers, and assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns.

For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's IEP.

Middle School Instruction in CDOS and CTE Section 100.4(c)(1)(xii-xiii)

All middle level students are entitled to instruction in NYS Learning Standards including:

- CDOS
- 1 $\frac{3}{4}$ units of study in CTE
 - Instruction can begin as early as grade five
 - Instruction can be delivered by teachers appropriately certified in any title in any CTE content area, so long as it is through the lens of their content area

Initial Career Assessment Section 200.4(b)(6)(viii)

Students age 12, and those referred to special education for the first time who are age 12 and over, **shall receive an assessment** that includes a review of school records and teacher assessments, and parent/family and student interviews to determine vocational skills, aptitudes, and interests.

Transition Services Section 200.4(d)(2)(ix)

Measurable postsecondary goals and recommendations for transition services and activities must be included in each student's IEP beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually. The IEP must include:

- Measurable postsecondary goals in the areas of training, education, employment and, where appropriate, independent living skills. These goals must be based on age-appropriate transition assessments;
- The student's needs as they relate to transition from school to post-school activities, including the courses of study to be provided to the student to reach those goals;
- Annual goals that document the knowledge/skills the student is expected to achieve that will incrementally prepare them to meet the postsecondary goals; and
- Transition services/activities the student will need to facilitate their movement from school to post-school activities. Transition services are a coordinated set of activities

developed for a student with a disability, designed to improve their academic and functional achievement in order to facilitate the student's movement from school to post-school activities. Coordinated means the CSE has recommended a combination of activities that will lead the student to reach their postsecondary goals, including instruction, related services, community experiences, development of employment, and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and a functional vocational evaluation.

See Transition Planning in the IEP section for a full description of services.

Diploma Requirements [Section 100.5](#)

See the Diploma and Credential Options section on page 31 for more information.

Discussion of Diploma and Credential Requirements [Section 200.4\(d\)\(2\)\(ix\)\(b\)-\(c\)](#)

To ensure appropriate transition planning for the student, **at any transition age CSE meeting**, the team **will discuss transition services**, including a discussion with the student's family about the graduation requirements, the student's individual progress toward the receipt of a diploma, and the diploma options available to the student. The student's family shall be provided with written information explaining the graduation requirements. Families shall also be informed that graduation from high school with a local diploma or Regents diploma shall terminate their child's entitlement to a free public education pursuant to Education Law section 3202(1) and their eligibility for special education services pursuant to this Part.

Student Exit Summary [Section 200.4\(c\)\(4\)](#)

School districts are required to provide students with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting their postsecondary goals.



Looking for more information on transition laws and guiding principles?

Connect with your local FACE Center or Transition Specialist about the following trainings:

Families: “Agency 101”, “Supporting Your Child in WBL Experiences”, and “What is an IEP? For Families of School-age Students”

EOs: “Agency 101”, “Culturally Responsive Transition Planning Guide”, “Developing an Effective Student Exit Summary”, “Transition in the IEP”, and “Fundamentals of WBL”

Index of Linked Resources for Section 2.0

Material Name	Shortened Link
Free Appropriate Public Education (FAPE)	bit.ly/3nS88HT
Every Student Succeeds Act (ESSA)	bit.ly/3mwoQbC
Five things Every Parent Should Know About New York State’s Plan for ESSA	bit.ly/3mtxBD5
The Workforce Innovation Opportunity Act (WIOA)	bit.ly/3LiWP22
Pre-Employment Transition Services (Pre-ETS)	bit.ly/38n5EZN
Guidance Pertaining to Commissioner’s Regulation §100.2(j)	bit.ly/3aHdTkd
Commissioner’s Regulation 100.4(c)(1)(xii-xiii)	bit.ly/3HbEDpC
Commissioner’s Regulation Section 200.4	bit.ly/3nJueMQ

SECTION 3.0



Transition Planning in the IEP (Section 3.0)

How and when to begin transition planning?

Transition planning for a student's future **begins as early as elementary school** with career awareness and exploration activities. Formal transition planning in New York begins **once a student turns 15** and they are invited by the school district to the CSE meeting. It is important to discuss with students how they want to participate in the transition planning process and make these planning meetings meaningful. It is helpful to prepare them for the meeting by reviewing the participants, discussing the purpose of the meeting, and determining the student's role in the meeting.

Every school year until the student graduates or turns 21, there needs to be thoughtful and comprehensive transition planning at the IEP meeting and on their transition plan.

CSE membership in NYS

- Parent/Guardian
- One General Education Teacher
- One Special Education Teacher/Provider
- District Representative (Committee on Preschool Special Education (CPSE) or CSE Chairperson)

- Others with knowledge/expertise
- Individual to interpret evaluations (may be someone listed above, other than the parent)
- Student

Additional members as requested (by the student or family)

- School physician
- Parent member
- Agency representative

What is the family's role at the CSE meeting?

- Families must be invited to the CSE transition meetings
- Provide knowledge of student's strengths, struggles, and development
- Provide information on student's medical history
- Provide information about the student's experiences at home and in the community
- Offer insight into whether current strategies and instruction are helping the student
- Offer suggestions for change and improvement

What is the role of assessments?

Throughout the transition planning process, educators use a variety of transition assessments. These assessments may be formal (such as a computer-based or written questionnaire) or informal (such as teacher/family observation or self-evaluation). Transition assessments help gather individualized information about the **student's strengths, preferences, and interests as well as their post-school goals. In order to be responsive to cultural differences and values, these assessments should be a collaborative process between the student, school district, family, and community agencies.**

Additionally, transition assessments may be requested verbally or in writing by the parent/guardian to the school district. **This assessment process should be ongoing during the high school years and should be mindful of cultural considerations.**

Information gathered from the assessments is used to help the student identify goals for life after high school, and these are called *measurable postsecondary goals*. Postsecondary goals relate to living, learning, and earning within the community after high school.

Transition Planning in the IEP

Once transition assessments are completed, educators consider the data to write the Present Levels of Performance, Postsecondary Goals, Coordinated Set of Activities, Courses of Study, and Annual Goals.

For more information on what a NYSED IEP looks like, and examples educators may use in each section, click here—[NYSED IEP Template](#)

The following explains the sections of the IEP that are most relevant to transition planning.

Transition Assessment

To further emphasize what was reviewed in the previous section, if the school district personalizes transition assessments and analyzes their results through a student-centered lens, the rest of the transition-focused IEP should come naturally.

Present Levels of Performance

In addition to describing a student’s academic, social physical, and management needs, transition-focused present levels of performance summarize the transition assessment results, including strengths, interests, and preferences. The present levels of performance should consider the student’s current functioning levels to determine what they need to access the curriculum and achieve their postsecondary measurable goals.

Measurable Postsecondary Goals

Starting when a student is 15 years old, the CSE team will begin considering their **goals for life after high school**. These are called *measurable postsecondary goals* and they focus on three specific areas:

- Education/training—where and how is the student going to continue to learn new skills after graduation?
- Employment—where is the student going to work after graduation?
- Independent Living (when applicable)—where is the student going to live, how are they going to access adult services, and how will they participate in community activities?

Postsecondary goals need to be appropriate to the student’s needs and based on age-appropriate transition assessments. Postsecondary goals should be reviewed and updated on an annual basis.

Sample Goals:

Education/Training:

After graduating high school, Lisa will attend a 2-year college to take courses in animal care.

After graduating high school, Jeremy will participate in instruction at a center-based adult program.

Employment:

Upon graduation, Lisa will work as a dog groomer as she participates in veterinary science coursework.

Within one year of graduation, Jeremy will receive job development services from a vocational rehabilitation program.

Independent Living Skills:

After high school, Lisa will obtain her driver's license. She will live in an apartment assisted by friends and family.

After high school, Jeremy will play basketball in the recreational league at the local community center and will live with family or friends.

Annual Goals

Annual goals describe what the student is expected to achieve in one year. The goals are aligned with the academic, social, and physical skills the student needs in order to achieve their goals for life after high school. Both measurable postsecondary goals and annual goals are developed based on the individual and unique qualities of the student and are connected to their interests and desires for life after high school.

Transition Needs and Courses of Study

A statement of transition service needs that focuses on the student's chosen course of study, considering the student's strengths, preferences, and interests, as they relate to transition from school to post-school activities.

This section of the IEP should also identify **transition-related needs** of the student such as:

- Joey needs adult assistance to travel in the community.
- Darcy needs instruction in functional reading and mathematics.
- Charlie needs to develop self-advocacy skills.
- Brent needs to learn to use public transportation.
- Sydney needs to learn computer and time management skills.

The IEP should identify the high school curriculum that will prepare the student to meet their postsecondary goals. **Examples of courses of study might include Regents coursework and/or sequence of courses in a career and technical education field related to the student's postsecondary goals.**

Courses of study are “a multi-year description of coursework [necessary] to achieve the student’s desired post-school goals.”⁸ For example, courses of study could include a specific CTE sequence leading to an industry credential. The establishment of high expectations and provision of appropriate support for students with disabilities influences the decisions made regarding the course of study. In turn, these decisions are likely to have a positive impact on their post-school opportunities.

Sample Course of Study:

Lisa plans to go to college for animal care. Beyond the required curriculum for a regular diploma, she needs to take courses that include animal biology and computer processing. To provide job exploration and skill development, her course of study should include career and technical education courses in veterinary science.

⁸ Storms, J., O’Leary, E., & Williams, J. (2000). *The Individuals with Disabilities Education Act of 1997 transition requirements: A guide for states, districts, schools, universities and families* (ED441324). ERIC. <https://eric.ed.gov/?id=ED441324>

Measurable Annual Goals

Measurable Annual goals describe **what the student is expected to achieve in one year**. The goals are aligned with the academic, social, and physical skills the student needs in order to achieve their goals for life after high school. Both measurable postsecondary goals and annual goals are developed based on the individual and unique qualities of the student and are connected to their interests and desires for life after high school.

Sample Goals:

Example 1: Given grade-level material, Maeve will orally read 100 words per minute, with no more than two errors for five consecutive trials. Observations will be recorded weekly.

Example 2: Rayna will be able to utilize a daily schedule by placing the picture symbols on the schedule in the correct order, with a maximum of one prompt per trial.

Example 3: Given a multi-step activity, Mason will complete the task by following the steps in correct sequence with no more than one (verbal/physical) prompt across a variety of settings in three out of four trials over 2 weeks. Scoring of his work sample/checklist will be recorded weekly.

Recommended Programs and Services

The IEP must indicate the recommended program and services, including related services that will be provided for the student to:

- advance appropriately toward their annual goals;
- be involved and progress in the general education curriculum (or for preschool students, in appropriate activities);
- participate in extracurricular and other nonacademic activities; and
- be educated and participate in activities with other students with disabilities and nondisabled students.

Identify program if it is special education only (such as Community-Based Work Experience for Students with Disabilities)

- Student requires a break after one hour of work to regain strength
- Computer tablet programmed with task chart to prompt student through work-related tasks

Coordinated Set of Transition Activities

The Coordinated Set of Transition Activities are the activities and services that will help the student **gain the skills needed to meet their postsecondary goals**. The CSE team will begin considering a coordinated set of transition activities starting at age 15 (or at a younger age, if appropriate).

These activities and services are based on the student's needs, strengths, preferences, and interests. For each activity, the person responsible for the activities or services, usually the school or another agency, is identified. The coordinated set of transition activities are divided into the following six categories: instruction, related services (only included if the student has a related service identified in special education programs and services), community experiences, employment or other post-school adult living objectives, acquisition of daily living skills (if appropriate), and functional vocational assessment (if appropriate). Examples of activities for each category are listed below.

Instruction

Identify course/program/instructional skill

- Use of assistive technology, such as a tablet or adapted equipment, to complete a routine task.
- The student will meet with their school counselor to identify courses/electives in (insert the student's area of interest).
- The student will self-monitor daily and long-term time schedules.
- The student will practice giving change for items purchased with 20, 10, 5- and 1-dollar bills.

Related Services (only included if the student has a related service identified in special education programs and services)

Could identify activity related to improvement of job skills

- Occupational Therapy: Dressing, self-care, can be included as an activity, organizing materials/class assignments, time management.
- Speech: Use of communication device to request clarification/supports; interview skills to practice conversational turn-taking and expressive language.
- Physical Therapy: Navigation of educational/community settings; use of transportation services, navigating various settings (use of elevator, stairs, handicap accessible bathroom, cafeteria services, community settings – library, etc.
- Counseling: Self-advocacy, coping strategies to participate in classroom/social conversations, self-regulate behaviors in various WBL/community settings.

Community Experiences

Identify any service or experiences a student needs to participate in their community or to learn how to access community resources

- The student will utilize the internet to identify businesses aligned with their career interest within a 3–5 mile radius of the school (to schedule job shadow, interview workers, volunteer, and apply for part-time work).
- The student will meet with their Adult Career Continuing Educational Services-Vocational Rehabilitation (ACCES-VR) counselor to learn about available services and the application process.

Development of Employment and Other Post-School Adult Living Objectives

Clearly identify participation in the program as well as assessments and/or activities that will take place

- The student will complete age-appropriate transition assessments to assist with career exploration.
- The student will compare and contrast career options.
- The student will begin their college/trade school search and career preparation.
- The student will participate in a work experience program.
- The student, with assistance, will practice completing college or employment applications.
- The student will learn about services provided by adult services agencies.

Daily Living Skills (when appropriate)

Identify activities related to Activities of Daily Living (ADL) the youth will participate in

- The student will learn how to read a bus schedule.
- Organization: The student will develop an organized system for keeping his transition assessment results in one place.
- Time management: The student will practice time management skills by charting how long it takes to complete different activities each day.
- Self-care/dressing: The student will learn to choose appropriate clothing for different seasons/occasions.
- Money management, etc.: The student will create a budget to purchase items needed to live independently based on a sample salary.



Want to know more about the youth and family's role in transition planning?

Connect with your local FACE Center or Transition Specialist about the following trainings:

Families: "What is an IEP? For Families of School-Age Students"

EOs: "Culturally Responsive Transition Planning Guide", "Transition Assessment: Four-Part Series" and "Transition in the IEP"

Diploma and Credential Options

Once in high school families, students, transition specialists, school counselors, and teachers should work together to plan and track both academic and personal accomplishments to optimize the student's opportunities after high school. As the student progresses through school, their courses of study should be adjusted to reflect the student's changing strengths, interests, and exiting plan.

Additionally, **a student has the right to attend school until the end of the school year in which they turn 21 or obtain a high school diploma, whichever comes first.**

According to *Section 200.4(d)(2)(ix)(b)* the development of transition goals and services (at age 15) must include a discussion with the student's parents including:

- Graduation requirements depending upon the year in which student enters grade nine;
- progress toward receipt of a diploma (including the courses the student has passed and number of credits the student has earned towards graduation);
- assessments required for graduation that the student has taken and passed; and
- the appeal, safety net and superintendent determination options that may be available to the student.

At the CSE meeting in which transition services will be discussed, the student's parents will be provided with **written** information explaining the graduation requirements. Including:

- The eligibility criteria and processes for seeking an appeal to graduate with a lower score on a Regents examination and for requesting that a student be considered for a local diploma through the superintendent determination pathway.

- Information that graduation from high school with a local diploma or Regents diploma will end their child’s entitlement to a free public education.

Below is an overview of the high school diploma and commencement credentials available to students with disabilities.

Diploma and Credential Options

There are currently **three types of high school diplomas**: local, Regents, and Regents with Advanced Designation.

To earn a diploma, students must earn 22 course credits (as outlined in the table below) and pass four required assessments (one in each discipline – English, Math, Science, Social Studies). All students may take the Regents more than once. Students and families can utilize the [NYS Diploma Requirements Tracking Tool](#) to monitor a student’s progress towards meeting credit and assessment requirements.

The 22 credits referenced above for graduation options include:

Subject	Credits
English	4
Social Studies <i>Distributed as follows:</i> <ul style="list-style-type: none"> • Global History & Geography (2) • U.S. History (1) • Participation in Government (1/2) • Economics (1/2) 	4
Science <i>Distributed as follows:</i> <ul style="list-style-type: none"> • Life Science (1) • Physical Science (1) • Life Science or Physical Science (1) 	3
Mathematics	3
World Languages	1*

Subject	Credits
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>Participation each semester</i>	2
Health	0.5
Electives	3.5
Total	22

Regents Diploma

- 22 credits
- Score 65 or higher on four Regents examinations (ELA, Math, Science, Social Studies, and meets requirements of one approved pathway assessment option)
- Regents diploma through one successful appeal: Score 65 or higher on three required Regents examinations and successful appeal of one Regents examination score of 60–64 and meets requirements of one approved pathway assessment option

Regents with Advanced Designation

- 22 credits
- Score 65 or higher on seven Regents examinations (three Math, two Science [one Physical Science and one Life Science], one English and one Social Studies)
- Successful Completion of one [Pathway](#) (Arts, CTE, CDOS, Civics, Humanities, STEM or World Languages).
- Choose one of three sequence options (meaningful group of courses building upon a student’s skills and interests in a particular area). Sequences are available in either World Languages, Arts, or CTE.

Appeal Process for Regents Examinations

A student who has failed either one or two of the required Regents examinations twice, has sought academic help and meets all credit and course requirements, may appeal to graduate with a diploma using a lower score. Non-Regents pathway assessments and Department approved alternative exams are not subject to the Appeal Process. An appeal may be submitted to the principal by a student, parent, or teacher and recommended by the teacher or department chairperson in the subject of the Regents examination under appeal. A school

appeal committee makes a recommendation to the superintendent to approve or deny the appeal.

Local Diploma (all students)

- 22 credits
- Available to all students who score 65 on two required Regents examinations, successfully appeal one Regents examination score of 60–64 and successfully appeal one ELA Regents examination score of 55–59, and meet requirements of one pathway assessment option.

Local Diploma (for students who are classified as English Language Learners)

- 22 credits
- Score 65 or higher on two required Regents examinations, successfully appeal one ELA Regents examination score of 55–59, meet requirements of one pathway assessment option, and may appeal one Regents examination score of 60–64, if needed.

Local Diploma (for students with disabilities)

Low Pass Safety Net (for students with a current IEP, if recommended in a 504 Accommodation Plan, or if recommended for students declassified in 8th grade or later)

- 22 credits
- Score 55 or higher on four required Regents examinations and meet the requirements of one pathway assessment option

Low Pass Safety Net with Appeal (for students with a current IEP, if recommended in a 504 Accommodation Plan, or if recommended for students declassified in 8th grade or later)

- Score 55 or higher on two required Regents examinations and successfully appeal up to two Regents examinations scores of 52–54 and meet requirements of one pathway assessment option

Compensatory Safety Net Option (for students with a current IEP, if recommended in a 504 Accommodation Plan, or if recommended for students declassified in 8th grade or later)

- 22 credits
- A score of 65 or higher on any single Regents examination may compensate for a score between 45–54 on either a social studies or science Regents examination
- A one-for-one exchange on up to two Regents examinations
- Students must score 55 on math and ELA Regents examinations (or 52–54 through successful appeal) and meet course requirements

Superintendent’s Determination Option (for students with a current IEP only)

For a student who actively participated in all Regents examinations and does not meet graduation requirements through safety net options, a parent/guardian may submit a written request for the superintendent to conduct a review of other evidence of graduation level proficiency (required credits and coursework) in the subject areas in which the student has failed to earn the minimum Regents examination scores. To be eligible for this type of review for math and ELA Regents examination scores, the student must have completed the requirements for the CDOS Commencement Credential. The student and parent/guardian must receive **written** notice of the superintendent’s determination that the student has either met or has not met the requirements for the award of a local diploma.

If you believe your student is not on track to graduate, speak to your school’s counselor immediately.

For the most current information on graduation options and requirements visit:
[NYS Diploma Requirements Applicable to All Students Enrolled in Grades 9–12](#)

Helpful resources created specifically for families can also be found here:
[Understanding NYS Diploma Requirements—Family Resources](#)

Commencement Credential Options

NYS has **two credential options** for students with disabilities. **These credentials are not diplomas and cannot be used to apply to college, the military, and some vocational training programs** that require a [high school equivalency exam](#) or high school diploma.

Career Development and Occupational Studies (CDOS) Commencement Credential

- Is a Board of Regents endorsed credential that recognizes the student’s readiness for entry-level employment
- Includes a Career Plan and Employability Profile
- Can help a student earn a diploma, supplement a diploma, or serve as a standalone credential for students **who do not earn a diploma**
- This credential cannot be earned by students who participate in the New York State Alternate Assessment (NYSAA) testing program

CDOS Commencement Credential Option 1 Requirements:

Students must have:

- Attended school for 12 years or until age 21
- Developed a Career Plan documenting career goals and preparation
- Completed a minimum of 216 hours of CTE coursework (with a minimum of 54 hours of WBL) and/or WBL experiences
- Have at least one Employability Profile documenting work-related skills and experiences
- School must have curriculum-based evidence that the student has demonstrated commencement level achievement of CDOS Learning Standards
 - Career development
 - Integrated learning
 - Universal foundation skills

CDOS Commencement Credential Option 2 Requirements:

- Passes a department-approved nationally-recognized work readiness assessment

Students may exit high school with the CDOS Commencement Credential if they are able to meet these requirements yet unable to meet diploma requirements. At no point should a decision be made that a student should stop working toward earning a high school diploma in order to concentrate only on earning this credential.

Skills and Achievement Commencement Credential

Students in NYS who are assessed using the [New York State Alternate Assessment \(NYSAA\)](#) may exit high school with the Skills and Achievement Commencement Credential. This credential provides learning experiences both in school and whenever possible and appropriate, in the community, to support and improve opportunities for post-school living, learning, and earning. The Skills and Achievement Commencement Credential includes a [Student Exit Summary](#) that provides a comprehensive description of what the student knows and can do by stating the following:

- Student's skills, strengths, and interests
- Student's academic achievement (alternate assessment scores)
- Student's level of achievement of the CDOS learning standards

Skills and Achievement Commencement Credential requirements:

- Students must have attended school for at least 12 years (excluding kindergarten) or until age 21
- Students who have eligibility to participate in the NYSA testing program indicated on their IEP.

For the most current information on graduation options and requirements visit: [Standards and Instruction—Exiting Credentials](#)

For more information on NYSAA visit:

[NYSAA Landing Page](#)

[Information Related to NYSAA](#)

What do families need to know about graduation requirements to support successful transition for students?

Parents and other family members play a crucial role in helping their student:⁹

- Understand graduation pathways available to them and requirements for each pathway
- Define college and career goals
- Choose a pathway to a diploma that is relevant to student's postsecondary goals



Want to know more about diploma and credential options?

Connect with your local FACE Center or Transition Specialist about the following trainings:

Families: “New York State Alternate Assessment (NYSAA): Essential Information for Families of Students with Disabilities” and “What is an IEP? For Families of School-Age Students”

EOs: “Developing an Effective Student Exit Summary,” “Diploma and Credential Options,” “CDOS Across the Lifespan”, “Evidence-Based Practices for Improving Graduation Rate and Decreasing Dropout, and “Implementing Unregistered WBL Experiences”

⁹ Larson, M., Richards, C., & Wills, J. (2010, December- 2011, January). Graduation requirements and diploma options: What families need to know. *Our Children*, 14-17. National PTA.

Transition Checklists

Students and families can often find transition planning to be an overwhelming process and may be unsure where and how to begin. **Below is a comprehensive checklist from an early age to school exit that families can use as a general guide.** Each category will walk students and families through important steps in the transition planning process with consideration that every student's journey is unique. Students and families are encouraged to connect with their school counselors, CSE team, Transition Specialists and FACE Center representative for more ideas and resources.

Prior to Age 12:

- | | |
|---|---|
| <input type="checkbox"/> Introduce and expose the student to a range of jobs, activities, and hobbies | <input type="checkbox"/> Develop self-care, daily living skills, and routines at home |
| <input type="checkbox"/> Encourage choice making | <input type="checkbox"/> Talk about the value of work and teach behaviors that develop employment potential |
| <input type="checkbox"/> Encourage the student to ask for help appropriately when needed | <input type="checkbox"/> Provide opportunities to see people at work in different settings |
| <input type="checkbox"/> Engage in role-play with the student to help them strengthen their ability to ask for help in different situations | <input type="checkbox"/> Teach financial literacy skills, including experiences with shopping experiences and banking |
| <input type="checkbox"/> Help the student learn to work and play cooperatively with others | <input type="checkbox"/> Promote the development of work-readiness skills such as responsibility, problem solving, time management, and working as a member of a team, at home and in the community |
| <input type="checkbox"/> Assist the student develop and learn about self-determination | <input type="checkbox"/> Provide opportunities to make choices and decisions, explore and take risks, and learn from experiences of success and failure |
| <input type="checkbox"/> Assist the student in learning how to verbalize their strengths and needs | |
| <input type="checkbox"/> Begin career exploration activities | |

Ages 12-14:

- ☐ Introduce and discuss transition planning with the student
- ☐ Speak with the student about their IEP and their CSE meetings, so they can begin to become more involved when appropriate
- ☐ Talk with the student about their interests, desires, and goals
- ☐ Provide the student with opportunities to explore their interests
- ☐ During the year in which the student turns 12, collaborate with the school staff to complete the student and family portions of the student's initial vocational assessment
- ☐ Provide opportunities for increased independence and responsibility at home.
- ☐ Talk with the student and your student's teachers about opportunities for increased responsibility at school
- ☐ Provide the student with opportunities to explore a wide variety of community and leisure activities
- ☐ Gather important documents such as the student's birth certificate, social security card, photo ID, medical information, and IEP for their Transition Portfolio
- ☐ Discuss high school choice with the student, the school counselor, and other staff at your student's school
- ☐ Attend high school fairs and explore high schools that may be a good fit for the student (if appropriate)
- ☐ Determine if CTE programs are a good fit
- ☐ Develop skills for academic independence (time management, study skills, note taking, etc.)
- ☐ Think about volunteer job opportunities in the community, babysitting opportunities, or other ways to develop job skills
- ☐ Attend family workshops on Transition to become informed about the process of Transition Planning
- ☐ Help the student to understand their disability; when/who to ask for assistance
- ☐ Apply for employment certificate (working papers), as needed
- ☐ Discuss the process of obtaining employment certificates/working papers with the student and family
- ☐ Explore and connect with external agencies such as OPWDD and ACCES-VR (when appropriate)

Ages 14-17:

- ☐ Encourage the student to continue to explore community and leisure activities of interest
- ☐ Talk with the student about their role in the CSE meeting and encourage their participation
- ☐ Work with the student and the CSE team to develop your student's transition plan
- ☐ Encourage the student to take advantage of WBL experiences
- ☐ Encourage the student to consider employment and volunteer experiences
- ☐ Seek summer job opportunities
- ☐ Learn about the different graduation options and credentials such as the CDOS commencement credential
- ☐ Discuss with the student and school staff which graduation pathway is most appropriate for your student
- ☐ Meet regularly with the student and their career and/or school counselor to identify appropriate courses and/or Regents examinations to ensure that your student is on track to graduate with the expected diploma or credential
- ☐ Have the student take the SAT or ACT with or without accommodations
- ☐ Explore colleges and trade schools
- ☐ Explore and connect with external agencies such as OPWDD and ACCES-VR (when appropriate)
- ☐ Discuss the process of obtaining employment certificates/working papers with the student and family
- ☐ Provide consent for requesting College Board accommodations
- ☐ Explore and apply for college, vocational and independent living options as appropriate for your student including agencies such as OPWDD and ACCES-VR
- ☐ Determine if the student requires Travel Training to learn how to travel independently using public transportation
- ☐ Encourage independence in all areas of life such as self-care activities, money management, and travel in the community
- ☐ With the student, start identifying adult health care providers by asking your student's pediatrician for recommendations
- ☐ If you have not already, help the student access sexual education and understand changes related to puberty
- ☐ Talk about the value of work
- ☐ Teach and support behaviors that develop employment potential
- ☐ Together with the student, create a vision of their life after leaving school or at age 22
- ☐ Attend transition-related workshops, fairs, conferences, seminars, webinars, etc.
- ☐ Encourage relationships and nurture friendships
- ☐ Explore volunteering, paid work experience, and connections to community-based activities
- ☐ Apply for employment certificate (working papers), as needed

Ages 17-21:

- ☐ Meet with the student's school counselor to ensure that they are on track toward the graduation diploma and/or credential agreed upon and for assistance with college applications as appropriate
- ☐ Connect with any agencies or organizations that will provide services, training, or education following the student's graduation or aging out of high school
- ☐ Review the student's Student Exit Summary
- ☐ Apply for SSI (Supplemental Security Income) and Medicaid (if applicable)
- ☐ Have students who identify as male register for selective service
- ☐ Continue to financially plan
- ☐ If you have not already, help the student learn how to manage their medications, make appointments, and communicate with health care providers
- ☐ Discuss where the student would like to live and the supports they will need
- ☐ Encourage the student to register to vote
- ☐ Apply for employment certificate (working papers), as needed

Before the student graduates from high school, you will receive a written notice that identifies the diploma your student is receiving and informs you that the student is no longer eligible to receive a FAPE after graduation. However, if your student exits high school with either the CDOS Commencement Credential or the Skills and Achievement Commencement Credential as their sole exiting credential, you will receive written notice stating that they are eligible to attend school through the school year in which they turn 21.

Index of Linked Resources for Section 3.0

Link Name	Shortened Link
NYSED IEP Template	bit.ly/3pAitbL
NYS Diploma Requirements Tracking Tool	bit.ly/39gQYfs
NYS Diploma Types	bit.ly/3LjgChy
Appeal Process for Regents Examinations	bit.ly/3MRQhY7
NYS Diploma Requirements Applicable to All Students Enrolled in Grades 9–12	bit.ly/3K8Apis
Understanding NYS Diploma Requirements—Family Resources	bit.ly/3vdHEkX
High School Equivalency Exam	bit.ly/3vKhnd0
CDOS Commencement Credential	bit.ly/3Ljh2o8
Skills and Achievement Commencement Credential	bit.ly/3Ljh2o8
New York State Alternate Assessment (NYSAA)	bit.ly/3LbnY6O
Student Exit Summary	bit.ly/3pv1gRI
Standards and Instruction—Exiting Credentials	bit.ly/3Ljh2o8
A Parent’s Quick Guide to the New York State Alternate Assessment (NYSAA) (nysed.gov)	bit.ly/3KgkEWS
Information Related to NYSA	bit.ly/3MfTEej

SECTION 4.0



How Families Can Support Transition Planning (Section 4.0)

What is the family's role in transition planning?

Students benefit from having supportive adults in their lives, especially as they prepare to transition to the adult world. When students engage in learning experiences outside of school, it helps them develop skills and practical knowledge to be successful both in school and in life.¹⁰

Families are invited to CSE meetings and serve as partners with the school in the IEP planning process. To effectively engage in the transition planning process and support students successfully, families need to be knowledgeable about the transition process as part of IEP development. Educators and families can partner to help students prepare for life after high school in many ways. The following chart provides an overview of crucial roles families can play in a student's education to prepare the student for the transition to the adult world:

¹⁰ Caspe, M. & Lopez, E. M. (2014). How organizations provide learning opportunities for children and families. Harvard Family Research Project.

Role of Family	How This Can Support Transition Planning
Communicating high expectations	Families talk with students about their interests, goals, and plans for the future and reinforce the importance of school and how it will help students achieve their goals.
Monitoring student performance	Families are kept up to date about assignments, testing results, homework completion, and other academic progress through online portals and other methods of communication.
Supporting student learning at home	Families model the importance of reading and learning and connecting what is learned to everyday activities. For example, families can engage students in projects at home (such as cooking, building, and cleaning) and explore community living and career interests (for example, trips to the bank, colleges and trade schools, and adult service providers).
Guiding the students' education	Families engage students in conversations about the student's future goals and planning how to achieve these goals. This can include a selection of appropriate classes, volunteer opportunities, extracurricular activities, and experiences to support the student's interests and future goals.
Advocating for the student	Families encourage the students to become their own advocates and help to strengthen their ability to make good choices, ask questions, ask for help, and prioritize tasks and activities.

Adapted from: National Charter School Resource Center (2020). *Planning for family engagement in the charter school life cycle: A toolkit for school leaders*. Bethesda, MD. Manhattan Strategy Group.

What does research tell us about family engagement and postsecondary transition?¹¹

- Having positive school and family relationships is an essential component for sustained school improvement.¹²

¹¹ Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press.

¹² Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S., & Easton, J. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

- Strong partnerships with families have a positive effect on graduation rates, employment, and achievement of postsecondary goals.¹³
- Families play an important role in fostering the development of self-determination skills (e.g., goal setting, problem-solving, decision making) that help students achieve postsecondary goals.¹⁴

In addition to the postsecondary outcomes, research also shows us school-age outcomes such as:

- Higher grades and test scores;
- Better attendance;
- Positive attitudes and behavior;
- Higher graduation rate; and
- Better social skills and adaptation in school.

How can families support the student in playing an active role in transition planning?

Families can help students learn skills they need to reach postsecondary goals. Families can support student transition by:¹⁵

- Communicating and modeling high expectations for what the student can do and achieve
- Supporting student's learning through active involvement in their education
- Participating in student-involved IEP and transition meetings
- Building skills in students and supporting their ability to advocate for services and opportunities
- Shifting gradually from the student's advocate to their coach
- Developing their own and the student's understanding of high school, postsecondary, and employment requirements AND relevant policies, rights, and responsibilities
- Ensuring equity of voice in the IEP meeting

[Tips to Maximize the Parent Role in Transition](#)

¹³ Kohler, P. D., Gothberg, J. E., Fowler, C., & Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University.

¹⁴ Wandry, D. L. & Pleet, A. M. (2012). Family involvement in transition planning. In ML Wehmeyer and K. W. Webb (Eds.) *Handbook of adolescent transition education for youth with disabilities*, (pp. 102-118). New York, NY: Routledge.

¹⁵ National Collaborative on Workforce and Disability for Youth. (2019). *Guideposts for Success 2.0: A framework for successful youth transition to adulthood*. Washington, D.C.: Institute for Educational Leadership.

What is the student's role in transition planning?

Student involvement in the IEP meeting has a number of benefits that support their journey to postsecondary options. **Students should play an active role in planning for their own future and must be invited to the IEP meeting.** The student's participation and voice in the IEP meeting will help them to understand their disability, their strengths, and the academic and social/emotional areas that they will continue to develop. The IEP meeting is also an opportunity for students to discuss their goals and learn about the unique accommodations or modifications that are available to support them in achieving their goals.

Understanding the student's role in transition planning can help families identify skills they can teach and supports they can provide to the student throughout the process.

Students should be encouraged by supportive adults to:¹⁶

- Understand their disability and how this impacts them in various settings
- Explore interests, options, and access resources and supports for postsecondary education, employment, and community living
- Identify and participate in career preparation, WBL, and paid employment opportunities
- Develop skills and competencies necessary to meet postsecondary goals for employment, education, and community living
- Develop self-determination skills
- Voice their preferences
- Build and use social capital
- Develop financial capability

[PACER Resource—Ten Tips That May Help Your Child Transition](#)

Why is it important for students to be involved in transition planning?

Student involvement in the transition planning and IEP process has several benefits, including:

- Helping the student to understand their disability and their strengths, and what academic and social/emotional areas need further development

¹⁶ National Collaborative on Workforce and Disability for Youth. (2019). *Guideposts for Success 2.0: A framework for successful youth transition to adulthood*. Washington, D.C.: Institute for Educational Leadership.

- Providing an opportunity for students to discuss their goals and learn about accommodations or modifications that are available to support these goals



Want to know more about the student's and family's role in transition planning?

Connect with your local FACE Center or Transition Specialist about the following trainings:

Families: "Student-Involved IEP for Families", "Supporting Your Child in WBL Experiences", and "What is an IEP? For Families of School-age Students"

EOs: "Culturally Responsive Transition Planning Guide", "Student-Involved IEP: Four-Part Series" and "Transition in the IEP"

What is self-determination and how does it benefit students in transition planning?

The transition planning process is driven by the goals, desires, and abilities of your child. For your child to participate fully in the transition planning process, developing self-determination skills is important.

The Self-Determined Learning Model of Instruction Teacher's Guide¹⁷ defined **self-determination** as acting or causing things to happen as you set and work toward goals in your life.

People who are self-determined self-initiate and self-regulate their actions to solve problems, make decisions, and set goals that impact their lives. Adolescents become more self-determined as they identify their interests and preferences, set and work toward goals aligned with those interests and preferences, engage in problem-solving and decision-making as they encounter barriers in working toward their goals, and advocate for themselves and their needs. These actions are critical for all students and are often

¹⁷ Shogren, K. A., Raley, S. K., Burke, K. M., & Wehmeyer, M. L. (2019). *The Self-Determined Learning Model of Instruction Teacher's Guide*. Lawrence, KS: Kansas University Center on Developmental Disabilities.

embedded across the curriculum. However, students need support to learn and practice these skills in an integrated way if they are to lead self-determined lives (Shogren et al., 2019).

Throughout the transition process, **it is important to help students gain skills that will help them play a more active role in making decisions and preparing for their future.** Through the process of self-determination, students take control of their lives. This means that students learn to make choices and decisions about their goals and how they will meet them. Helping your child to make decisions and giving them choices will help them to feel empowered. When they are older, they will be better equipped to make life decisions and understand that their voice matters. Self-determination enables students to identify preferences, make choices, and determine their strengths. This is reflected in their IEP. Self-determination aligns with New York NYSED regulations, which state:

“Under the youth’s present levels of performance, a statement of the youth’s needs, taking into account the youth’s strengths, preferences, and interests, as they relate to transition from school to post-school activities as defined in 200.1(f)(f) of this Part.” Section 200.4(d)(2)(ix)(a)(1)

As with all aspects of transition planning, when considering self-determination instruction for students, **it is important to consider cultural norms and values.**

Students who have greater self-determination and self-advocacy skills are **significantly more likely to go on to postsecondary education**, and students with disabilities who go on to postsecondary education experience **better employment outcomes** than students with disabilities who do not go on to postsecondary education.



Want to know more about self-determination?

Connect with your local FACE Center or Transition Specialist about the following trainings:

Families: “Student Involved IEP for Families” and “What is an IEP? For Families of School-age Students”

EOs: “Culturally Responsive Transition Planning Guide”, “How to Foster and Support Self-Determination in All Students,” “Student-Involved IEP: Four-Part Series,” and “Transition in the IEP”

What is the school district's role in supporting students and families in transition?

When supporting students in identifying where they would like to work, learn, and live after high school, **the CSE team can provide opportunities and supports** that will lead the student to achieve their postsecondary goals. Professionals, educators, and service providers can support students by:¹⁸

- Communicating and modeling high expectations for what students can do and achieve
- Working in partnership with families to promote student's academic learning, career development, health, access to community supports, and transition to adult life
- Engaging families and students as partners in transition assessment and individualized planning
- Including families of **all** students, including those students who are culturally and linguistically diverse, in the process of collaboration, planning, and implementation of transition
- Strengthening and practicing cultural competency
- Recognizing and respecting differences among family environments
- Assisting families with accessing and learning how to use technology
- Coordinating and integrating services across multiple systems

[Keys to Success in the Family-School Partnership—ENGLISH](#)

[Keys to Success in the Parent-School Partnership—SPANISH](#)

What is the school district's role in supporting students and families from culturally and linguistically diverse backgrounds with transition planning?

All families benefit from support and training on the transition process. Students and families from culturally and linguistically diverse backgrounds may also benefit from the following additional supports and guidance:¹⁹

- More support to understand the steps, phases, and goals of the transition process

¹⁸ National Collaborative on Workforce and Disability for Youth. (2019). *Guideposts for Success 2.0: A framework for successful youth transition to adulthood*. Washington, D.C.: Institute for Educational Leadership.

¹⁹ PACER Center (2017). *Transition planning tips for culturally diverse youth with disabilities*. <https://www.pacer.org/parent/php/PHP-c250.pdf>

- Additional explanation of the skills a student may need related to specific career path and future goals
- Access to translated resources about transition and transition planning
- Support in navigating immigration and safety issues for the student
- Assistance in connecting with local resources in the community
- Promoting increased knowledge of and comfort with school policy, practices, and procedures
- Encourage the engagement of relevant extended family and community by ensuring that families know that can invite supports to the meeting
- Connecting families to existing support programs such as the regional FACE Centers

Educators should also consider how families and students feel, and **strive to educate themselves in order to apply strategies to make environments welcoming and inclusive.**

School staff members must be creative and meet parents/families where they are in order to build relationships and facilitate long-term engagement. Educators should elevate the family's frame of reference and voice when considering postsecondary goals and consider the family's community as an opportunity to seek support for a coordinated set of transition activities and interagency collaboration. Additionally, educators will need to be mindful of common barriers of family engagement and how to overcome them including but not limited to, professional attitudes, bureaucratic barriers, diversity concerns, and contextual barriers.²⁰

Additional resources for educators on working with students and families from culturally and linguistically diverse backgrounds:

- NTACTION:—[Quick Guide on Working with Culturally and Linguistically Diverse Students and Families](#)
- Greene, G. (2011). Transition planning for culturally and linguistically diverse youth.
- [DCDT Fast Facts—Culturally Responsive Transition Practices](#)
- [NTACTION:—Culturally and Linguistically Diverse Youth Secondary Transition](#)
- [DCDT Fast Facts—Teacher Hidden Bias](#)
- [NCSET—Cultural and Linguistic Diversity: Implications for Transition Personnel](#)

²⁰ Kim, K. H., & Morningstar, M. E. (2005). Transition planning involving culturally and linguistically diverse families. *Career Development for Exceptional Individuals*, 28(2), 92-103.

Index of Linked Resources for Section 4.0

Link Name	Shortened Link
<u>Tips to Maximize the Parent Role in Transition</u>	bit.ly/39fR9Yp
<u>PACER Resource—Ten Tips That May Help Your Child Transition</u>	bit.ly/37Bn19v
<u>Keys to Success in the Family-School Partnership—ENGLISH</u>	bit.ly/3rROrPk
<u>Keys to Success in the Parent-School Partnership—SPANISH</u>	bit.ly/3ELk0iL
<u>NTACT:C—Quick Guide on Working with Culturally and Linguistically Diverse Students and Families</u>	bit.ly/3xSkuT4
<u>DCDT Fast Facts—Culturally Responsive Transition Practices</u>	bit.ly/3HfKoCH
<u>NTACT:C—Culturally and Linguistically Diverse Youth Secondary Transition</u>	bit.ly/3Hj6xjB
<u>DCDT Fast Facts—Teacher Hidden Bias</u>	bit.ly/3QaTDlu
<u>NCSET—Cultural and Linguistic Diversity: Implications for Transition Personnel</u>	bit.ly/3LiL79y

SECTION 5.0



Postsecondary Planning (Section 5.0)

As students begin to plan for the future, they should be exploring post-school options in postsecondary education, employment, and independent living.

Postsecondary Education

Students with disabilities who are interested in postsecondary education may pursue a college or university, a college experience program, vocational, or trade school. Early in the transition process, a student is encouraged to:

- Take interesting and challenging courses that prepare the student for college;
- Be involved in school or community-based activities that allow the student to explore career interests, including work-based learning or internship opportunities;
- Meet with school counselors to discuss career goals, such as vocational and educational goals, programs of study, college requirements, including the admissions process and any standardized tests required for admission; and
- Be an active participant during the IEP meetings.

Students should also consult with their CSE team, transition specialist, and other school personnel to learn more about the variety of options available. It will also be important for

students and families to understand the legal and programmatic differences between high school and college (See the Entitlement vs. Eligibility section, later, for more information).

Employment

Some students may seek employment, either during or post-school completion. Students should have the opportunity to participate in career exploration activities and complete interest inventory assessments to discover possible career paths. This can be done through a [Work-Based Learning \(WBL\)](#) program. Through WBL experiences such as internships and apprenticeships, students can learn the technical, academic, and interpersonal skills they need to function in a workplace. WBL also emphasizes supportive relationships with adults, connections to broader social and professional networks, and authentic work experiences that provide hands-on learning opportunities and the chance to take on new roles and responsibilities.

Students with disabilities can complete WBL in school, online, or through [Pre-Employment Transition Service \(Pre-ETS\) program](#). The transition from school to work requires a variety of supports and collaborative efforts among education and workforce programs. No one institution or organization can provide the full range of services that may be required to serve youth with disabilities. However, **collaboration and coordinated efforts among education and workforce programs, including vocational rehabilitation, are essential in assisting students with disabilities to make the transition from school to work.**

By working closely with school districts, the P-12 Office of Special Education and community providers, [ACCES-VR](#) helps to ensure that all youth with disabilities are prepared for employment, postsecondary education, and community living when they leave school. ACCES-VR can provide a range of services to help eligible individuals reach employment goals. Students with disabilities can also receive [services through ACCES-VR](#). One of the primary roles of State VR agencies is to empower individuals with disabilities, including students and youth with disabilities, to make informed choices about their careers **by providing a continuum of services to achieve employment outcomes in competitive integrated employment or supported employment.** Students and youth with disabilities receive a broad range of services under the

VR program, in group settings or on an individual basis, as appropriate.²¹ Additional information on ACCES-VR can be found in the section, Postsecondary Planning.

Students and families who are working can find valuable information about job accommodations related to specific disabilities, as well as other valuable resources related to work and disability issues at [The Job Accommodation Network \(JAN\) website](#).

Another area to explore is how working will impact benefits from the Social Security Administration (SSA) such as Social Security Income (SSI) or Social Security Disability Insurance (SSDI) and health insurance from Medicaid and Medicare. Be sure to consider available work incentive programs and rules. It may be helpful to contact a benefits advisor at SSA or local office to obtain individualized help with these questions.

Independent Living

Transition planning includes considering where a student will live after high school and whether they need residential supports. Independent living skills include money management, preparing meals, washing laundry, medication management, transportation, and more.

Family Checklist for Postsecondary Planning

Postsecondary Education

- ☐ Meet with school counselors or Transition Specialists to discuss career goals, such as vocational and educational goals, programs of study, college requirements, including the admissions process and any standardized tests required for admission
- ☐ Connect with the school regarding any testing accommodations that the student may require on the PSAT, SAT, or AP exams
- ☐ Be an active participant at CSE meetings
- ☐ Research colleges including the supports available for students with disabilities

²¹ Office of Special Education and Rehabilitative Services, United States Department of Education (2020). A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities. <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-08-2020.pdf>

- ☐ Research the college application process and financial aid process
- ☐ Ensure the student is completing required credits and passing required Regents examinations to earn the highest diploma possible
- ☐ Explore travel training and independent travel needs if applicable
- ☐ Prepare the student to discuss their disability in a college student services office and request accommodations for college classes
- ☐ Explore CTE programs
- ☐ Be involved in school or community-based activities that allow the student to explore career interests, including WBL or internship opportunities
- ☐ Talk to your child about [Postsecondary Education or Training: A Checklist for Parents](#)
- ☐ [Set a Postsecondary Education or Training Destination and Map a Course to Get there](#)

Employment

- ☐ Research and then help the student explore CTE and other high school options aligned to their career goals
- ☐ Connect with Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR) and/or other community agencies to learn about services that may be available
- ☐ Help the student explore different types of careers and their requirements
- ☐ Learn about different kinds of WBL opportunities that may be available
- ☐ Explore travel training and/or independent travel needs as appropriate
- ☐ [Talk to your Child About Employment: A Checklist for Parents](#)
- ☐ [Set an Employment Destination and Map a Course to Get There](#)

Independent Living

- ☐ Research your options and visit programs when possible
- ☐ Research to see if the student meets eligibility requirements for services through the New York State Office for People with Developmental Disabilities (OPWDD)
- ☐ Apply for services from OPWDD
- ☐ If appropriate, include ACCESS-VR, OPWDD, and/or other community agency representatives in the student's CSE meeting



Want to know more about postsecondary planning?

Connect with your local FACE Center or Transition Specialist about the following trainings:

Families: "Agency 101", "Student-Involved IEP for Families," and "Supporting Your Child in WBL Experiences"

EOs: "Agency 101," "Culturally Responsive Transition Planning Guide", "Fundamentals of WBL", "Implementing Unregistered WBL Experiences", "Student-Involved IEP for Professionals: Four-Part Series," and "Transition in the IEP"

Index of Linked Resources for Section 5.0

Link Name	Shortened Link
Work-Based Learning (WBL)	bit.ly/3xqrnZO
Pre-Employment Transition Service (Pre-ETS)	bit.ly/38n5EZN
Guide to ACCES-VR Transition Services	bit.ly/3QkE551
The Job Accommodation Network (JAN)	bit.ly/3NTp3BJ
Postsecondary Education or Training: A Checklist for Parents	bit.ly/3Odeau5
Set a Postsecondary Education or Training Destination and Map a Course to Get there	bit.ly/3mLRIfX
Talk to your Child About Employment: A Checklist for Parents	bit.ly/3mKb3xY
Set an Employment Destination and Map a Course to Get There	bit.ly/3aUaJu0

SECTION 6.0



Adult Services (Section 6.0)

Collaboration is a predictor of positive post-school outcomes for students with disabilities when it occurs across education, vocational rehabilitation, families, and numerous other partners who provide instruction, Pre-ETS, and other transition services. Research has shown that solid academic preparation in conjunction with transition planning, student empowerment, family involvement, activities connecting transition resources, and work experiences are critically important in influencing school-to-work transition outcomes.

Examples of collaboration can include inviting the employment team to the CSE meeting, coordinating work experience schedules with others, keeping lines of communication open, and including teachers in the development of employment activities.

Entitlement vs. Eligibility

In high school, students are entitled to receive special education services under IDEA. Once they transition out of high school, they will have to request accommodations under the [Americans with Disabilities Act \(ADA\)](#) at their college, postsecondary school, vocational training programs, and/or workplace. **Accommodations will not be made automatically.** Understanding the difference between the entitlement to public education and the eligibility for adult services can be very confusing and the chart below aims to assist with reviewing the differences.

Students with disabilities are encouraged to be well informed about the impact of their disability on learning, their rights regarding discrimination, their responsibilities for their own learning, as well as the responsibilities of postsecondary schools. Since there are **no IEPs in college**, students and their families are advised to work closely with the disability support services office on campus to discuss disability-related concerns and needs, and the disability support services available to students at that postsecondary school. Many college disability offices empower, support, and advocate for students with disabilities to achieve their goals by providing access to education and other programs through the coordination of appropriate accommodations and academic adjustments, assistive technology, alternative formats, and other support.

Colleges or universities are not required to provide modifications, which may alter the content that students are required to learn. Accommodation services are provided to students who have a qualifying disability and who self-identify directly at the disability services office of the college.

High School (IDEA)	Postsecondary (ADA)
Services are provided under IDEA, or section 504 of the Rehabilitation Act	Services are provided under ADA or Section 504 of the Rehabilitation Act
Parents/guardians and students advocate	Young adults self-identify and self-advocate
Parents/guardians have access to student records	Young adults have sole access to their records unless consent is given
School district is responsible for students' evaluation at no cost to the family	Young adults are responsible for their own evaluation
Parents/guardians and teachers set goals and management needs for students, including time management and organization	Young adults must organize and structure their own time
Grading and curriculum standards may be modified according to student' needs if the student is alternately assessed	Young adults attending an education/training program have grades based on merit
Provide related services	Provide access to any activity sponsored by the institution and/or agency
Transportation is provided if necessary	Transportation is the young adult's responsibility

What documentation will college disability services need?

If the student is found eligible for services, the disability office will develop an accommodation plan based on the documentation that the student provides. **Required documentation varies from college to college.** Current evaluation documents that show the student's disability continues over time and confirm the need for accommodations are helpful. Offering information about accommodations that have been used in the past is helpful in determining what college accommodations may be necessary.

Generally, colleges **do not accept** high school IEPs as documentation of a disability. They will usually accept evaluation results used in IEP development. Providing a copy of the IEP can help demonstrate the academic accommodations that were used in high school.

Additional Resources on attending college for students with disabilities and their families:

- [Resource Page for Families on College and Students with Disabilities](#)
- [Common College Accommodations](#)

State Agencies

Students with disabilities can begin to apply for adult services **as early as 17 or during their junior year of high school**. Students and families should have copies of health, education, and other records readily available as they will be needed for the application process.

Agency	Brief Description	Services Offered
<u>Adult Career & Continuing Education Services – Vocational Rehabilitation (ACCES-VR)</u>	Works with students, families, and school districts to coordinate appropriate services for students with disabilities who are leaving secondary education and entering adult vocational rehabilitation, work opportunities, and/or related services.	<ul style="list-style-type: none"> • Vocational Rehabilitation (VR) services needed for an individual to obtain, maintain, or advance in a job • Pre-Employment Transition Services (Pre-ETS) for students with disabilities eligible for ACCES-VR services • Pre-ETS for students with disabilities Potentially Eligible for ACCES-VR services
<u>New York State Commission for the Blind (NYSCB)</u>	This service works to: <ul style="list-style-type: none"> • Enhance employability • Maximize independence • Assist in the development of people who are legally blind 	Provide consultation to school-age students that may include: <ul style="list-style-type: none"> • Recommending assessments and assisting in the interpretation of results • Resource referral • Rehabilitation teaching • Orientation and mobility • Low vision exams and devices related to vocational goal • Adaptive equipment for home use • Summer student employment (SYEP) • Pre-Employment Transition Services (Pre-ETS)

Agency	Brief Description	Services Offered
<u>Office for People with Developmental Disabilities (OPWDD)</u>	<p>Responsible for coordinating services for New Yorkers with developmental disabilities. These include:</p> <ul style="list-style-type: none"> • Intellectual disabilities • Cerebral palsy • Autism spectrum disorders, • Other neurological impairments. 	<p>Provides the following services directly as well as through a network of nonprofit service-providing agencies:</p> <ul style="list-style-type: none"> • Care coordination • Family advocacy training • Family supports and services • Environmental modifications • Community support services • Day programs • Residential supports • Employment and pre-employment support • Prioritizes individual choices, needs, and desires in making decisions
<u>Office of Mental Health (OMH)</u>	<p>Promotes the mental health and well-being of all New Yorkers. They also support children and families in their social and emotional development.</p>	<ul style="list-style-type: none"> • Variety of inpatient and outpatient programs • Emergency services and community support • Residential and family care programs

Each agency’s website contains specific information about the eligibility criteria, programs, and services they offer. Students and families are encouraged to connect with their transition specialist and FACE Center representative to learn more.

Additionally, it may be helpful to [invite the state agency or community partner](#) to the IEP meeting so they can assist in developing future goals.

Community-Based Organizations

There are many community-based services available that can provide resources for transition-age students and families including:

Independent Living Centers (ILCs): ILCs provide a variety of services to individuals with disabilities including peer mentoring, skills training, resources, housing, transportation, and employment.

NYS Career Centers: These centers aid individuals seeking employment by providing workshops, local career fairs, and career counseling.



Want to know more about adult services and community-based organizations?

Connect with your local FACE Center or Transition Specialist about the following trainings:

Families: “Agency 101”

EOs: “Agency 101,” “Culturally Responsive Transition Planning Guide,” “Fundamentals of WBL,” and “Transition in the IEP”

Index of Linked Resources for Section 6.0

Link Name	Shortened Link
Americans with Disabilities Act (ADA)	www.ada.gov/
Adult Career & Continuing Education Services – Vocational Rehabilitation (ACCES-VR)	bit.ly/38n5EZN
New York State Commission for the Blind (NYSCB)	on.ny.gov/3vefkio
Office for People with Developmental Disabilities (OPWDD)	opwdd.ny.gov/
Office of Mental Health (OMH)	omh.ny.gov/
Invite the State Agency or Community Partner	bit.ly/3EJ2LPi
Independent Living Centers (ILCs)	bit.ly/3Mrpe67
NYS Career Centers	on.ny.gov/3EildYI
Resource Page for Families on College and Students with Disabilities	bit.ly/3k7bD7U
Common College Accommodations	bit.ly/3MoGBnY

Transition Resources

Link Name	Shortened Link
A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities	bit.ly/3kdtDgl
Families Center Hub	www.parentcenterhub.org/
Guideposts for Success 2.0: A Framework for Successful Youth Transition to Adulthood	bit.ly/3l1KV0P
National Association of Special Education Teachers (NASET)—Transition Resources for Parents	bit.ly/3OAFXUI
National Parent Center on Transition and Employment (pacer.org)	bit.ly/3OEIoXV
National Technical Assistance Center on Transition: The Collaborative (NTACT:C)	transitionta.org/
NYS Department of Labor (DOL)	dol.ny.gov/
NYS Diploma Types	bit.ly/3LjgChy
NYSED Transition Planning and Services	bit.ly/3F4gmSg
NYSED Career and Technical Education	bit.ly/3xqrnZO
NYSED Work-Based Learning Guide	bit.ly/39hQ8iz
Social Security Administration	www.ssa.gov/
The 411 on Disability Disclosure Guide	bit.ly/48D2ZpD
Transition Student, Family, and School Resources from the NYSED Transition Site	bit.ly/3Kf2F2Q
VR Toolkit for SSI Youth	ssiyouthtoolkit.org/
WINTAC—Working together with Vocational Rehabilitation programs and their partners to effectively implement the requirements of WIOA	www.wintac.org/



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Appendix

Appendix A: Strength-Based Assessments

Parent/Guardian/Caregiver's Strength-Based Assessment

Parent/Guardian/Caregiver:	Today's Date:
Abilities: What are the student's strengths, talents, abilities, skills, things they like to do?	Favorite Subjects: What are the student's favorite subjects in school?
Dreams: What are the student's hopes and dreams for the future? What are your hopes and dreams for the student's future?	Least Favorite Subjects: What are the student's least favorite subjects?
What Helps: What is needed to make the student's dreams happen? What helps them to do a good job and learn best?	Future Learning: What does the student want to learn more about?

Student's Strength-Based Assessment

Student:	Today's Date:
<p>Abilities: What are your strengths, talents, abilities, skills, things you like to do?</p>	<p>Favorite Subjects: What are your favorite subjects in school?</p>
<p>Dreams: What are your hopes and dreams for the future?</p>	<p>Least Favorite Subjects: What are your least favorite subjects?</p>
<p>What Helps: What is needed to make your dreams happen? (for example, more information about a course of interest, work experiences in my field of interest, extra help with Math, etc.)</p>	<p>Future Learning: What do you want to learn more about?</p>

Appendix B: Planning for the Future with Measurable Postsecondary Goals

What is a measurable postsecondary goal?

Measurable postsecondary goals help with planning for the future. It's never too early to start setting these goals. These goals describe where a student would like to work, learn, and live after high school. They usually focus on the future: education goals, employment goals, independent living goals, and so on. Measurable postsecondary goals are an opportunity for teachers and caregivers to support a student with identifying steps for achieving the student's vision for their adult life.

It is important to know that measurable postsecondary goals are part of a student's IEP. These goals may take years to reach and include activities from as early as birth all the way through young adulthood. Writing them in the IEP helps caregivers, schools, and others support a student with reaching their goals.

What is an IEP?

An IEP is a written statement for a student with a disability that is developed, reviewed, and revised by a CSE or CPSE. For students ages 15 and older, the IEP should include measurable postsecondary goals and planned transition services. These goals and services are reviewed annually.

The IEP is the tool that ensures a student with a disability has access to the general education curriculum and is provided the appropriate learning opportunities, accommodations, adaptations, specialized services, and supports needed for the student to progress toward achieving learning standards and to meet their unique needs related to the disability.

The CSE meets annually to discuss the following, as part of the IEP development process:

- The student's progress toward meeting the annual goals
- Caregiver concerns for the student's education
- Any new evaluation information (which can be completed by the school or an approved outside provider)
- The student's progress in the general education curriculum, including strengths, interests, and needs (or for preschool students, participation in appropriate activities)

- The student's need for testing accommodations
- The least restrictive environment for the student
- Student exit options, including graduation and diploma options, as well as general state assessments and NYSAA

How can I make sure my student's IEP reflects their postsecondary goals?

It is important for you and the student to attend the IEP meeting. At the meeting, you can share your ideas and ensure that the measurable postsecondary goals are reflected in the IEP.

Why should I encourage my student to write measurable postsecondary goals?

It is never too early to begin planning for the future. Together you can complete career and interest assessments to develop an understanding of the student's strengths, preferences, and needs. Free assessments can be found online, or you can use the ones provided in this document. You can also connect with your student's Transition Specialist (TS), Special Education Teacher, CSE Team, or Family and Community Engagement Center (FACE) specialist for more resources.

Training/Education

1. What are your favorite subjects in school?

2. What subjects (if any) do you NOT like?

3. What do you want to learn more about? (These do not have to be school subjects; they can be anything you are interested in.)

4. Where do you want to continue learning? This could include college, vocational training, driver's education classes, etc.

Measurable Postsecondary Training/Education Goal

Using the information above, write a measurable postsecondary goal specific to training/education. For example: *I am interested in animal care so I will attend a 2-year college to take courses in animal care.*

Employment

The questions below can help you and your student determine a career path, as well as which diploma option may be best for them. For more information specific to New York State (NYS) diploma options, navigate to the Overview of Transition Planning section of the Family Guide.

1. What things do you like to do? List your likes, skills, and talents: _____

2. What things do you really dislike doing? _____

3. If you could have any job, what would it be? _____

4. What do you think you would like most about the job? _____

5. What other jobs do you think you might like to try? _____

Measurable Postsecondary Employment Goal

Using the information above, write a measurable postsecondary goal for employment. For example: *I am interested in animal care. My goal is to work as a dog groomer as I participate in veterinary science courses.*

Independent Living

1. What do you like to do for fun outside of school or work? _____

2. Do you plan on moving out of your family's home at some point in your life?

 ___ YES (answer questions 3–6)
 ___ NO (do not answer questions 3–6)
3. When do you plan to move out? _____
4. Where would you like to live? _____

5. In what type of home do you plan on living after graduation? _____

6. Who, if anyone, would you like to live with? They can be specific people, or general groups such as friends, spouse, etc. _____

Measurable Postsecondary Independent Living Goals

Using the information above, write a measurable postsecondary goal specific to Independent Living. For example: *I will share an apartment with a friend. I will ride the public bus by myself and shop in the community.*

Appendix C: Transition Services Worksheet

Student Name: _____

Projected Graduation Date: _____

Home School District: _____

Age: _____

School Currently Attending: _____

	Employment/ Continuing Education	Recreation/ Leisure	Living Arrangements	Transport- ation	Medical/ Health	Financial/ Income	Advocacy/ Legal Guardianship Services	Personal/ Family Relationships
What is your immediate need in this area?								
Do you have any long-term concerns?								
Additional information needed in this area?								
What information do you have that will be helpful to us in addressing this area?								
What can we do right now to work together in this area? Please address any long-term concern.								
Who is responsible?								
Follow-up date:								

Appendix D: Transition Planning Profile

The Transition Planning Profile is a tool that can be used to think about success in the workplace. It puts information about strengths, interests, and needs into a simple visual format that can help a student make informed day-to-day decisions about their future based on their desires, strengths, and needs.

For example, a student who is deciding whether to apply for work at a library or at a fast food restaurant can review his profile to see that he prefers working in a quiet atmosphere and at his own pace. This might cause him to lean toward the library. His decision would be to apply to the library because it matches his strengths and preferences.

It is important when using this planning tool to remember that:

- The student's input is crucial to the success of any planning effort.
- Use language that is easy for the student to understand.
- Feedback from the school and other professionals working with your family can and should be included in the profile.
- The profile can and should be updated often.

Student Transition Planning Profile

	Strengths	Hurdles	Accommodations/ Skill Development
Self-Determination			
Work Tolerance			
Interpersonal Skills			
Communication Skills			
Mobility			

Note Catcher

[illegible]

For More Information

Contacts

Transition Specialist

FACE Center Specialist

Additional Contacts
