

Transition Planning

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Overview

This section outlines the steps in creating an Individual Transition Plan, and the components of transition planning. The goal of transition services is a planned movement from secondary education to adult life that provides opportunities that maximize economic and social independence in the least restrictive environment for individuals with exceptional needs, based on the student's expression of their desired post school outcomes. Thus, transition planning is an explicitly student-centered process, designed to allow the student to progress towards their desired life plans and hopes. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460) This planning and coordination is documented and specified through the Individual Transition Plan (ITP), as part of the Individualized Education Program (IEP), by the time an individual with exceptional needs is starting their high school experience.

When an ITP is included in an IEP, to a large degree, it drives the rest of the IEP. Even before an ITP is included, prior to the student starting high school, IEP teams should focus on the student's life after school, whether that is through graduation, or at age 22, after a post-high school Transition Program. The skills which the student acquires in school should be skills that enable the student to be successful in their endeavors when school ends, including, but not limited to, academic skills, vocational skills, communication skills, social skills, as well as problem solving skills. These skills will help the student be successful as an adult, regardless of the particular employment or post high school education the student chooses. Beginning when an individual with exceptional needs is starting their high school experience, the IEP specifies what that student plans to do upon completion of school, and the school and team focus on specific skills and knowledge to help the student reach those particular aspirations, in addition to providing the student generalized skills which will help the student more generally in their future. The team will develop a plan whether that is after graduation with a diploma, alternative diploma, or age 22, for those who receive a Certificate of Completion or Alternative Diploma.

Definitions

The term "transition services," is a coordinated set of activities for students with special needs that does all of the following:

(A) Is designed within an results-oriented process that is focused on improving the academic and functional achievement of the individual with exceptional needs to facilitate the movement of the pupil 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.

(B) Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.

(C) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(D) Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil. Transition services for students with special needs may be special education, if provided as specially designed instruction, or designated instruction and service, if required to assist a pupil to benefit from special education.

(E) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (56345.1. (a))

Completing an Individual Transition Plan

An Individual Transition Plan (ITP) must be in place when an individual with exceptional needs is starting their high school experience. Therefore, if you are conducting an annual IEP, and the student will be entering high school prior to the next annual, the ITP should be written and included as part of the IEP.

Participation and Assessment

Students are required to be invited to an IEP meeting at which a Transition Plan is being developed. The Transition Plan is driven by input from the student and is centered around the student's desired post-secondary outcomes. Indicate in the box if the student was invited to the IEP meeting. IEP teams are encouraged to include students in the IEP planning process before this, in promoting a student centered IEP geared towards the students unique needs, desires and abilities. Also, please note that this field is a "compliance field," so the California Department of Education monitors this, to determine school district compliance with the legal requirements.

Any relevant outside agencies are required to be invited to a meeting where an ITP is being developed. Indicate if appropriate, and agreed upon, agencies were invited. Again, make sure to check the appropriate box. Please note that if there were no relevant outside agencies, which is common, mark the "N/A" box to avoid a compliance error. Agencies are required to be invited, but not required to attend. Again, this field is a CDE compliance field, so it is monitored by the state.

The student must be involved in the ITP development process. In fact, given that the post-secondary goal statements are “I statements” in the student’s voice, you must meet with the student beforehand. Describe how the student participated in the ITP process. Indicate if the student was present at the meeting, interviews conducted prior, questionnaires completed and inventories completed by checking the corresponding boxes. This is also a CDE compliance field.

Age-appropriate transition assessments/instruments must be used to both determine student needs and focus on the student’s post secondary interests and skills in constructing the ITP. Further, such assessment can help to identify particular skills or requirements that the student may need to pursue particular employment, education, and/or independent living options. Therefore, the ITP should be marked “Yes” for utilizing age-appropriate measures. Marking “No” indicates the ITP is out of compliance.

Provide a description of the results of the assessments. Record the transition assessment information used to identify the student’s preferences and interests for transition planning as they relate to his/her post-secondary goals. The goals are what the student plans to do upon graduation/completing school. The gap between the results of the transition assessment and the student’s interests is the basis for the post-secondary goals. It may also include parental input regarding their wishes for their child upon graduation. Student’s strengths and weaknesses are also appropriate to include.

Age Appropriate Transition Assessment

A student’s transition services are determined by using a variety of assessment tools that are culturally, developmentally, and linguistically appropriate. Transition assessment instruments and procedures should provide the Individualized Education Program (IEP)/Individual Transition Plan (ITP) team with functional and developmental data. This information is necessary for determining the student’s course of study, as well as coordinating the activities, supports and services to support achievement of their postsecondary educational, employment, and, if appropriate, independent living postsecondary goals. Effective transition assessments help identify and focus the student’s interests and needs, which in turn, assists the student with developing lifelong education and employment training goals.

It is appropriate to use a combination of the following types of assessments:

- Paper or computer based tests
- Structured student and family interviews
- Community or work-based assessments (situational)
- Curriculum-based assessments

Examples of age appropriate informal and formal assessments include:

- Interviews or questionnaires/ Formal adaptive behavior scale
- Curriculum-based assessments/ Independent Living Assessment
- Interest inventories/ Personality or preference tests
- Preference assessments/ Aptitude tests
- Transition planning inventories/ Formalized Achievement assessments
- Functional skill inventories/ On-the-job training evaluations
- Direct observations/ Measures of self-determination
- Anecdotal records/ Career development measures

Transition assessment information can be used for:

- IEP/ITP Planning
- Placement decisions
- Student counseling and guidance
- Parent/family collaboration
- Curriculum planning
- Referrals and linkages

Describe the assessments/instruments used annually in education/training, employment and independent living:

Include:

- Name and date of tool used
- Brief summary of results (learning style inventories; career interests, aptitudes or values assessments, etc.)
- Outcomes of any work, training or community service

Note: Conducting a formal transition assessment requires an assessment plan to be signed by the minor child's parent/guardian.

DO NOT delete previous transition results from this area. Add additional results with the date assessments were conducted.

Post Secondary Goals

Student's Post Secondary Goal Training or Education (Required):

<p>Upon completion of school I will <i>Go to Santa Rosa Junior College</i></p> <p>Linked to Annual Goal # <u>2</u></p> <p>Person/Agency Responsible: <u>Education Specialist</u></p>	<p>Transition Service Code as Appropriate: <i>820 College awareness</i></p> <p>Activities to Support Post Secondary Goal: <i>Julio will research Junior College registration requirements and put that in his Transition Portfolio.</i></p> <p>Community Experiences as Appropriate: <i>Julio will visit SRJC and its Disability Resource Center</i></p> <p>Related Services as Appropriate:</p>
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Student's Post Secondary Goal Employment (Required):

<p>Upon completion of school I will <i>Get a job as an airplane mechanic.</i></p> <p>Linked to Annual Goal # <u>2</u></p> <p>Person/Agency Responsible: <u>Education Specialist</u></p>	<p>Transition Service Code as Appropriate: <i>840 Career awareness</i></p> <p>Activities to Support Post Secondary Goal: <i>Research certifications needed to be an airplane mechanic and put that in his Transition Portfolio.</i></p> <p>Community Experiences as Appropriate: <i>Interview an airplane mechanic to ask about requirements.</i></p> <p>Related Services as Appropriate:</p>
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Student's Post Secondary Goal Independent Living (As appropriate):

<p>Upon completion of school I will</p> <p>Linked to Annual Goal #</p> <p>Person/Agency Responsible:</p>	<p>Transition Service Code as Appropriate:</p> <p>Activities to Support Post Secondary Goal:</p> <p>Community Experiences as Appropriate:</p> <p>Related Services as Appropriate:</p>
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The post-secondary goals are a foundation for the rest of the ITP, and, therefore, for the rest of the IEP. The goals express the student's desired post-school outcomes, and the ITP should include supports, services and strategies to help the student achieve those aims. The student's IEP must include appropriate measurable postsecondary goals or goals that cover education or training, employment, and, if appropriate, independent living. Teams are encouraged to include independent living goals for a wide range of students, including diploma bound students.

Postsecondary goals refer to those goals that a student wishes to achieve after exiting high school. A postsecondary goal is not the process of pursuing or moving toward a desired outcome, but the identification of what the desired outcome will be. These goals must be measurable. Each post-secondary goal area should reflect the following:

- What will the student do upon the completion of school as related to that area?
- These answers should be in the student's voice, in the form of "I statements," and should be measurable.
- The student's answers may be gleaned from an assessment, or an interview, or both.
- While the answers must be in the student's voice, you may work with the student, using results of various assessments, as well as research, to help narrow and hone the student's post-secondary goals, as well as develop goals that are particularly appropriate for the unique circumstances of this student.

Examples of Post-secondary goals:

- (Training or Education) Upon completion of school, I will attend a four-year university and study (insert major).
- (Training or Education) Upon completion of school, I will take a course in welding at a local community college/trade school.
- (Training or Education) Upon completion of school, I will enroll in the local Community College
- (Employment) Upon completion of school, I will obtain a job working with animals.
- (Employment) Upon completion of school, I will obtain a job as an elementary school teacher
- (Employment) Upon completion of school, I will join the Army.
- (Employment) Upon completion of school, I will work as a mechanic.
- (Employment) Upon completion of school, I will work at the Opportunity Center.
- (Employment) Upon completion of school, I will work in supported employment.
- (Independent Living) Upon completion of school, I will live on my own.
- (Independent Living) Upon completion of school, I will live with friends in a home or apartment.
- (Independent Living) Upon completion of school, I will manage my finances with a monthly budget

- (Independent Living) Upon completion of school, I will open a checking account.
- (Independent Living) Upon completion of school, I will complete a consumer finances class.

- Non-examples (that do not meet the ITP requirements)
 - (Training or Education) Upon completion of school, I will apply to a trade school (this refers to a process, not an outcome, so is not appropriate)
 - (Employment) Upon completion of school, Paul will be referred to the Department of Rehabilitation (not an “I” statement; refers to an activity rather than an outcome)
 - (Independent Living) Upon completion of school, I will learn some independent living skills (refers to a process, not an outcome)

Linked Annual Goals

ANNUAL GOALS AND OBJECTIVES

Student Name: Chilipepper, Redhot

Birthdate: 1/1/2010

IEP Date:

<p>Area of Need: Reading Comprehension</p> <hr/> <p>Baseline: Redhot is able to answer literal and inferential questions related to non-fiction reading passages with 65% accuracy.</p>	<p>Measurable Annual Goal #: 2</p> <p>Goal: By 10/30/25, Redhot will read and comprehend literary nonfiction 8th grade level text independently as measured by (oral or written work samples, curriculum based assessments, etc.) on 3 out of 4 trials with 85% accuracy.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RI.8.10 Read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input checked="" type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Case Manager, Teacher</p>
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Short-Term Objective: BY 12/24, Redhot will read and comprehend literary nonfiction 8th grade level text independently as measured by (oral or written work samples, curriculum based assessments, etc.) on 3 out of 4 trials with 70% accuracy. .

Short-Term Objective: By 3/25, Redhot will read and comprehend literary nonfiction 8th grade level text independently as measured by (oral or written work samples, curriculum based assessments, etc.) on 3 out of 4 trials with 75% accuracy.

Short-Term Objective: BY 6/25, Redhot will read and comprehend literary nonfiction 8th grade level text independently as measured by (oral or written work samples, curriculum based assessments, etc.) on 3 out of 4 trials with 80% accuracy.

Indicate the annual goal to which the post secondary goal is linked. Linked Annual Goals are goals to be achieved during the student's school career that represent skills that will help the student achieve their post secondary goals. These goals should be written on the goals page and labeled accordingly (e.g., Transition-Employment goal, Transition-Education goal). Ensure the goal is measurable and that the annual goal supports achievement of the postsecondary goal. In SEIS, there is a box below the goal to indicate the transition (post-secondary) goal to which it is linked. Also, indicate the person/agency responsible for the goals (e.g, Education Specialist, Workability Job Coach, General Education teacher, etc.)

There are two strategies for writing linked Annual Goals. First, one can write a measurable, transition-specific goal. For example:

Goal: By March 1, 2023, Larry will research and state the admissions requirements for 3 Community Colleges, as measured by teacher observation

This transition goal is an annual goal supporting the Postsecondary Transition goal in the area of Education/Training.

Second, one can write an academic goal in, for example, writing, and make the content of the writing transition related. For example:

Goals: By March 1, 2023, using a graphic organizer, and a spelling and grammar checker, Enid will write a 5 paragraph paper detailing the training and certifications needed to obtain a job as a welder.

This transition goal serves both as a writing goal, serving the student's need in English Language Arts and as a goal supporting the Postsecondary Transition goal in the area of Employment.

The key point is that linked annual goals are skills for the student to work on in high school that support eventual achievement of their Post-secondary Goal.

Transition Services

Transition Service Codes need to be indicated. As with all IEP services, these services must be directly linked to, and support, the achievement of an annual goal, as well as supporting achievement of a post secondary goal.

- For the Training/Education area the most commonly used is the Service Code 820 College Awareness.
- For the Employment area the most commonly used is the Service Code of 840 Career Awareness.
- For the Independent Living area, there are several options, including, but not limited to, Service Code 820 Vocational assessment, counseling, guidance, and career assessment, Service Code 860 Mentoring, Service Code 865 Agency Linkages, and/or Service Code 890,

Other transition services

The Transition Services need to be included on the Services/Supports section of the IEP:

TRANSITION SERVICES (800 CODES) / ACTIVITIES

Code	Service	Description
820	College Awareness Prep	The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.
830	Vocational assessment, counseling, guidance, and career assessment	Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.
840	Career Awareness	Transition services include a provision in paragraph (1)(c)(vi), self advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.
855	Job Coaching	Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job, who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to <u>improve job performance</u> .
860	Mentoring	Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal contacts that occur naturally through friendship, counseling and collegiality in a casual, unplanned way.

865	Agency Linkages (referral and placement)	Service coordination and case management that facilitates the linkage of individualized education programs between agencies.
870	TravelTraining (includes mobility training)	Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.
890	Other transition services	These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.



Transition Activities, Community Experiences and Related Services

List the Transition activities, community experiences and, if appropriate, related services needed to support the student reaching their post-secondary goal to identify strategies that will be employed to help the student achieve his/her desired outcomes/services. Transition activities are different from the Transition Services listed on the Supports/Services page, but work in conjunction with those to support the student's progress towards achievement of their post-secondary goals. These activities are written less formally, and document activities in which the student will engage in the next year to support their post-secondary goals.

Some activities may include:

Examples: Activities:

- Develop the student's job search skills
- Develop student's ability to use classified ads to locate jobs of interest
- Assist student with developing his/her resume
- Develop the student's completion of job applications
- Provide opportunities for mock job interview
- Assist student with developing work-related behavior
- Assist student with developing work-related social skills
- Assist student with developing work awareness skills
- Assist student 's examination of own strengths and interests related to vocational occupations
- Assist student with arranging a visit with local "Career Link" office
- Assist student with developing basic computer skills needed for employment
- Assist student with meeting a guidance counselor to discuss career goals
- Assist student with applying for housing at college of choice
- Assist student with developing conflict resolution skills

- Instruct student to read and understand a sample lease
- Assist student with applying for supported housing through Regional Center
- Assist student with developing basic home maintenance skills
- Assist student with developing basic housekeeping skills
- Assist students with completing a financial aid application.
- Assist student with obtaining driver's license of California I.D. card
- Assist student identifying opportunities for volunteer activities
- Assist student with becoming eligible for Supplemental Security Income (SSI)/ Social Security Disability Insurance Income (SSDI)
- Assist student with opening a checking account
- Assist student with developing a personal budget
- Teach student how to pay bills
- Teach student to make grocery lists
- Teach student to shop for purchases
- Teach student to use telephone and telephone book
- Teach student to utilize newspaper for information and enjoyment
- Teach student to discuss legal rights and responsibilities of citizenship
- Assist the student with selecting and participating in a school club

Examples: Community Experiences

- Assist student with exploring community opportunities for music (art) activities
- Assist student with applying for a library card
- Arrange for student to visit a local library
- Assist student with identifying sources of information regarding local resources
- Arrange a visit to a courtroom to observe the jury process
- Assist student with identifying local recreation opportunities
- Assist student with calling a local YMCA to inquire about programs and costs
- Assist student with contacting organizations
- Assist student with joining a community youth group
- Arrange a visit to a bank
- Assist student with utilizing public transportation

Examples: Related Service:

- Orientation and Mobility
- Occupational Therapy
- Speech Services

Course of Study:

First, describe your school district's graduation requirements – this varies from district to school district. List the courses required to earn a diploma, and the number of units for each course, as well as any other requirements, such as a Senior Project. If your district has an alternate diploma path, list the requirements to achieve that. If so, and the student may qualify for such an alternative diploma, follow locally adopted district procedures for that. If the student will earn a Certificate of Completion, indicate the requirements to receive the certificate.

Specify the Course of Study with a multi-year description of the student's coursework from current year to anticipated exit year, to enable the student to meet their post-secondary goal. These may include graduation requirement courses, as well as courses more directly related to the student's post-secondary goals, such as vocational courses, work experience, and/or transition classes. In addition, check the appropriate box on the page. Ensure either the required paperwork is attached to the IEP or the student's course of study is enumerated here. At the annual review, update which courses have been completed and those continuing to be required including the upcoming year of courses. Show the credits completed, and whether a certificate of completion or a diploma is anticipated. Finally, indicate the anticipated completion date, which could be the projected date of graduation or, in the case of a certificate of completion student, the date at which the student's special education services will end, as they age out. Refer to the SELPA policy on Aging Out, Appendix 1, to determine the date on which special education services will end for such students.

Transfer of Rights at the Age of Majority:

Check the box. On or before the student's 17th birthday, explain that he or she will assume all special education rights and protections upon turning 18 (unless a conservator has been appointed by the court). Review the Parents' Rights and Procedural Safeguards with the student. This can be completed prior to, during, or after the meeting.

Record the name of the person advising the student and the date this was completed. Provide the family with a letter explaining this to them. Student and parent shall sign that they were notified of these rights. Refer to the Age of Majority/Transfer of Rights Section for a "Protocol for Age of Majority Information" and a sample letter.

Compliance check

Make sure that you have completed each of these items before holding the IEP which includes an ITP. These items are monitored by the California Department of Education (CDE). Please note that these boxes simply reflect completion of other parts of the ITP, and are really a check to ensure that you have included those items

