

WHAT TRANSITION SPECIALISTS NEED TO KNOW

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What State Agency Secondary Special Education Administrators Need To Know

Competency	Resource(s)
Within the First Month	
1. Implement transition law and regulations <ul style="list-style-type: none"> ▪ IDEA 2004 (i.e., transition) ▪ Compliance for IEPs at age 16 (Indicator-13) 	<p>1a. Information on what IDEA says about transition can be located at: IDEA [34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]; §300.320(b), [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)] http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C14%2C</p> <p>1b. Information on Indicator-13 can be located on the National Secondary Transition and Technical Assistance Center (NSTTAC) website: http://www.nstattac.org/content/what-indicator-13</p> <p>1c. Wrightslaw is an organization offering parents, educators, advocates, and attorneys accurate and reliable information about special education law, education law, and advocacy for children with disabilities. Information on transition can be found at: http://www.wrightslaw.com/info/trans.index.htm</p> <p>1d. Information on transition legislation and policy can be found in: Rusch, F.R. (Ed.). (2008). <i>Beyond high school: Preparing adolescents for tomorrow's challenges</i> (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers. (Ch. 2, Transition Legislation and Policy: Past and Present, pp. 24-53).</p> <p>1e. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on special education policy can be located on the Beach Center's website at: http://www.beachcenter.org/disability_policy/idea.aspx</p> <p>1f. Information on some of the most influential disability and education laws can be located on National Dissemination Center for Children with Disabilities' website at: http://nichcy.org/laws</p> <p>1g. A training module on transition planning and compliance (i.e., <i>Best Practices</i>) can be found at: http://www.transitioncoalition.org/transition/module_home.php</p>

- 1h. Law Requirements of providing vocational rehabilitation services
 34 CFR 361.48 - Scope of vocational rehabilitation services for individuals with disabilities. More information on law requirements of providing vocational rehabilitation services may be found at:
<http://cfr.vlex.com/vid/361-vocational-rehabilitation-disabilities-19760833>
2. Promote use of assessment data for individual planning and instruction
- Formal and Informal Assessments
 - IEPs
- 2a. Information on effectively developing and implementing Individual Education Plans can be found in the **IDEA Partnership Dialogue Guides**:
<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C14%2C>
- 2b. A variety of methods to assess transition for secondary youth with disabilities can be located in: Test, D., Aspell, N., & Everson, J. (2006). *Transition methods for youth with disabilities*. New Jersey: Pearson Education, Inc. (Ch. 3, Assessing for Transition).
- 2c. Information on types of transition assessment and how they can inform transition plans can be located in: Thurlow, M., & Elliott, J. (1998). Student assessment and evaluation. In F. Rusch, & J. Chasey (Eds.), *Beyond high school: Transition from school to work* (pp. 265-294). New York: Wadsworth Publishing Company.
- 2d. Information on transition assessments can be found in: Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). *Transition planning for secondary students with disabilities*. Columbus, OH: Merrill Education. (Ch. 5, Transition Assessment (pp. 103-133).
- 2e. Information on transition assessments can be found at:
http://www.transitioncoalition.org/transition/assessment_review/all.php
- 2f. A training modules on transition assessment can be found at:
http://www.transitioncoalition.org/transition/module_home.php
3. Submit accurate data to State and Federal government agencies
 Annual Report
- 3a. Information on state reporting requirements can be located in **IDEA** Sec. 300.640 through 300.645:
<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CF%2C300%252E603%2Cb%2C1%2C>
- 3b. NSTTAC provides a transition assessment guide online at: <http://www.nstattac.org/content/age-appropriate-transition-assessment-toolkit>

4. Demonstrate knowledge of program options for secondary students

- Familiar with high school curriculum
- Familiar with graduation requirements and pathways
- Knowledgeable of options in different districts

4a. The majority of states have adopted the Common Core State Standards developed by the National Governors Association and the Council of Chief State School Officers in June, 2010. The English Language Arts standards can be viewed at: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf and the Math standards at: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf. In states that have adopted the standards these would also be relevant information to curriculum in high schools.

4b. Individual state curricula and graduate requirements are available at each state's department of education or department of public instruction website. Further, a contact person (office) for secondary curriculum and a contact person (office) for secondary special education would also be available at the State Education Agency. The specific information for the contact person for secondary special education in each state is available at www.nsttac.org at the National Map resource in the States' Corner of the website. These online and human resources in each state should be able to provide specific information on state diploma options and curricular pathways, important for instructional planning for students with disabilities.

4c. Similarly, specific district requirements and options for graduation would be posted at the school district's website regarding secondary education and possibly related to Special Education, Exceptional Children, Special Services, or another related term. The district's curriculum office would have the most current information regarding graduation requirements and diploma options important for instructional planning and identifying courses of study for students with disabilities.

Within 3-6 Months

1. Promote implementing EBP in secondary transition by providing PD for staff

- Knowledge of what EBP is
- Provide examples of what they are and how they can be used

1a. Information on what Evidence-Based Practices (EBP) are and how they can be used can be found at: National Secondary Transition and Technical Center (2010). *Evidence-Based Practices and Predictors in Secondary Transition: What We Know and What We Still Need to Know*, Charlotte, NC, NSTTAC. <http://www.nsttac.org/content/executive-summary-ebps-and-predictors>

1b. Literature on evidence-based practices may be accessed on the Division on Career Development and Transition website at: <http://www.dcdt.org/publications/>

2. Demonstrate knowledge of postsecondary services and supports

2a. Information on postsecondary services and supports can be located at **NCSET**: National Center on Secondary Education and Transition. (2003, April). *Community resource mapping: A strategy for promoting successful*

- Knowledge of adult service agencies in your community
- Knowledgeable of vocational rehabilitation agencies in your community
- Knowledgeable of community colleges and programs offered

3. Develop programs with community support centered around transition practices in employment, education, and life skills

- Build relationships with business and community members/organizations
- Participate in interagency councils
- Disseminate information about state level interagency collaborations to local districts

transition for youth with disabilities (Information Brief Vol. 2, Issue 1). Minneapolis, MN: Crane, K., & Sinner, B.

2b. TransCen, Inc. is a non-profit career and workforce development organization dedicated to improving educational and employment outcomes for people with disabilities. Information on services provided by TransCen can be found at:

http://www.transcen.org/index.php?option=com_content&view=article&id=165&Itemid=98. Information on publications may be located at:
http://www.transcen.org/index.php?option=com_content&view=category&layout=blog&id=48&Itemid=50

2c. Think College is a project of the Institute for Community Inclusion at the University of Massachusetts that provides college options for persons with intellectual disabilities (ID). They focus on (a) research, (b) training and technical assistance, and (c) dissemination. Information about college options for persons with ID can be located at: <http://www.thinkcollege.net/for-professionals/for-professionals>

3a. Information on building community support around transition practices can be found in: Test, D., Aspell, N., & Everson, J. (2006). *Transition methods for youth with disabilities*. New Jersey: Pearson Education, Inc. (Ch. 5, Interagency Collaboration and Teamwork).

3b. Information on the Community Transition Team model is described that includes active stakeholder participation, change viewed as a process, and support by a larger structure can be found in: Benz, M. R., Lindstrom, L. E., & Halpern, A. S. (1995). Mobilizing local communities to improve transition services. *Career Development for Exceptional Individuals*, 18, 21-32.

3c. PACER's Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project is a technical assistance center that focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes. Information can be found at: <http://www.pacer.org/tatra/>

3d. Information on interagency collaboration can be found in: Rusch, F.R. (Ed.). (2008). *Beyond high school: Preparing adolescents for tomorrow's challenges* (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers. (Ch. 6, Using Interagency and Interdisciplinary Teams to Enhance Transition Services , pp. 136-159).

3e. Information on interagency collaboration can be found in: Rusch, F.R. (Ed.). (2008). *Beyond high school: Preparing adolescents for tomorrow's challenges* (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall Publishers. (Ch. 7, Interagency Collaboration: It Takes Communication to Support Transition, pp. 160-175).

3f. Information on program design can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-09>

3g. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on community participation can be located on the Beach Center's website at:
http://www.beachcenter.org/families/participating_in_the_community.aspx

3h. An instructional video on the role of Vocational Rehabilitation in the transition process is available at:
<http://www.nsttac.org/content/can-vr-help-me-overview-video-students>

3i. The purpose of Interagency Collaboration Annotated Bibliography is to provide educators and researchers with information about (a) interagency collaboration models and strategies, (b) roles and responsibilities of schools, communities, and agencies, (c) issues and barriers to effective collaboration, and (d) interagency collaboration in practice. Finally, it should be noted that none of the following models or programs have been identified as evidence-based.

- The annotated bibliography may be retrieved from:
<http://nsttac.appstate.edu/content/interagency-collaboration-annotated-bibliography>

3j. Office of Special Education and Rehabilitative Service (OSERS) Resource
Disability Employment 101

- OSERS is pleased to make available the updated *Disability Employment 101*. This guide is a comprehensive analysis of hiring employees with disabilities that includes information about how to find qualified workers with disabilities, how to put disability and employment research into practice and how to model what other businesses have done to successfully integrate individuals with disabilities into the workforce.
- The complete publication can be downloaded from:
<http://www2.ed.gov/about/offices/list/osers/products/employmentguide/index.html>

4. Identify and promote the use of research-based literature to support

4a. Information on Evidence-Based Practices can be found on the National Secondary Transition Technical Assistance Center's website at: <http://www.nsttac.org/content/evidence-based-practices>

professional practice in instruction and assessment

4b. Information on effective drop-out prevention practices that are evidence-based can be located at:

http://www.ndpc-sd.org/dissemination/model_programs.php

4c. General information on evidence-based practices in the context of special education can be found in: Cook, B., Tankersly, M., Cook, Lysandra, & Landrum, T. (2008). Evidence-based practices in special education: Some practical considerations. *Intervention in School and Clinic, 44*, 69-75.

4d. Research-based literature may be accessed by members on the Division on Career Development and Transition website at:

<http://www.dcdt.org/publications/>

4e. The Department of Education “Best Practices” Resources

- ED's Doing What Works website is a growing collection of research-based instructional practices.

Currently it provides information on topics such as:

- Early Childhood Education
- English Language Learners
- Math and Science
- Psychology of Learning
- And more...

<http://www2.ed.gov/rschstat/best-practices.html>

Within 1 Year

1. Provide a foundation for the administration of transition programs that is grounded in models, theories, and philosophies

- Knowledgeable of Taxonomy of Transition Programming (Kohler, 1996)
 - Student-Focused Planning

1a. Information on Taxonomy for Transition Programming can be found in Kohler, P.D. (1996). Taxonomy for Transition Programming. Champaign: University of Illinois at:

<http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf>

1b. Information on transition legislation and models of transition can be located in: Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). *Transition planning for secondary students with disabilities*. Columbus, OH: Merrill Education. (Ch. 2, Transition Legislation And Models, pp.29-53).

- Student Development
- Family Involvement
- Interagency Collaboration
- Program Structures

1c. Information on best practices in transition can be located in: Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities* Columbus, OH: Merrill/Prentice Hall. (Ch. 2, Best Practices and Future Issues in Transition, pp.38-43).

1d. Training modules on family involvement and self-determination in secondary transition can be found on the Transition Coalition’s website at: http://www.transitioncoalition.org/transition/module_home.php

1e. Information on graduate and certificate courses in transition can be located on the Transition Coalition’s website located at: <http://www.transitioncoalition.org/transition/section.php?pageId=46> and The George Washington University at <http://www.gwu.edu/learn/graduateprofessional/findgraduateprogram/fulllistofprograms/secondaryspecializededucationandtransitionservices?searched=yes>

1f. Literature on transition theories, philosophy, and models may be located on the Division on Career Development and Transition website at: <http://www.dcdt.org>

1g. Information on program design can be found on the National Collaborative on Workforce and Disability for Youth’s website at: <http://www.ncwd-youth.info/ksa/competency-09>

1h. Information on 50 topics in secondary and postsecondary transition efforts by a variety of technical assistance centers and other organizations can be found on the Learning Port’s website at: http://www.learningport.us/topics/?topic_id=1455

2. Promote high expectations of staff

3. Advocate for transition policy in the context of evidence based practices (EBP)

- Knowledge of evidence-based practices in secondary education for students with disabilities
- Examine current policies related to students with disabilities in high schools

3a. Information on evidence-based practices in the context of special education can be found in: Cook, B., Tankersly, M., Cook, Lysandra, & Landrum, T. (2008). Evidence-based practices in special education: Some practical considerations. *Intervention in School and Clinic, 44*, 69-75.

3b. Information on Evidence-Based Practices can be found on NSTTAC’s website at: <http://www.nstattac.org/content/evidence-based-practices>

3c. Information on effective practices that are evidence-based can be located at: http://www.ndpc-sd.org/dissemination/model_programs.php

3d. What Works Clearinghouse from Institute of Education Sciences provides information on practices that are evidence-based in the area of transition. Information on transition can be located at: http://ies.ed.gov/ncee/wwc/search/searchwwc.aspx?q=transition&btnG=Google+Search&site=wwc&client=wwc&output=xml_no_dtd&filter=p&start=0&num=100

3e. The National Dropout Prevention Center is a resource for examining policies that may impact students in high schools. Information can be located at: http://www.ndpc-sd.org/knowledge/improve_postschool_outcomes/default.php

3f. The National Secondary Transition Technical Assistance Center is a resource for examining policies and programs that predict improved post-school outcomes for students with disabilities. Information can be found at: <http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/PredictorImplementationTable2.pdf>

3g. The National High School Center provides an Early Warning Tool to assist educators in detecting students at risk of dropping out of school. Information can be found at: <http://www.betterhighschools.org/ews.asp>

3f. Literature on evidence-based practices in transition may be located on the Division on Career Development and Transition website at: <http://www.dcdt.org/publications/>

4. Connect education standards to transition planning and services

- Consider how proficiency on the curriculum standards can be demonstrated through transition-focused activities (e.g., English Language Arts, writing standard by writing an essay about advocating for one’s rights as an individual with a disability)

4a. Bassett, D. S., & Kochhar-Bryant, C. A. (2006). Strategies for aligning standards-based education and transition. *Focus on Exceptional Children*, 39(2), 1–20.

Describes secondary reform efforts that incorporate both standards-based education and a focus on the skills needed for successful transition to postsecondary education and employment. Asserts that a focus on transition should be implemented as a comprehensive reform effort, aligning high-quality standards with options and pathways for how students can achieve postsecondary goals.

4b. See www.nsttac.org for updated guidance and resources on this topic.

5. Develop and implement an administrative plan that supports the use of instructional and assistive technologies in transition

6. Design and implement methods of assessing and evaluating transition programs and personnel

5a. Center for Applied Special Technology (CAST) is an educational research and development organization promoting Universal Design for Learning (UDL) to increase learning opportunities for children through the incorporation of technology in instruction. Information on UDL can be found at: www.cast.org

6a. The National Secondary Transition Technical Assistance Center is a resource for examining policies and programs that predict improved post-school outcomes for students with disabilities. Information can be found at:

<http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/PredictorImplementationTable2.pdf>

6b. Information on competencies for Transition Specialists can be located at:

http://www.dcdt.org/factsheets/DCDT_Fact_Sheet_Compentencies_3.pdf

6c. Information on program design can be found on the National Collaborative on Workforce and Disability for Youth's website at: <http://www.ncwd-youth.info/ksa/competency-09>