CCTS
CENTER FOR CHANGE IN TRANSITION SERVICES

Effective Transition Plans & Services

Center for Change in Transition Services (CCTS)

Washington State's Technical Assistance Center for Secondary Transition Planning and Post-School Outcome Data

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January 2026 SEATTLEU

CCTS Introductions

- Meg Iyer, Transition Specialist
- Jay Shepherd, Assistant Director

Center for Change in Transition Services

CCTS
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Inclusionary Practices
Technical Assistance Network

SEATTLEU
COLLEGE OF EDUCATION

- Empowering educators to improve transition services for youth with disabilities through **partnerships, research, and training**
- Part of OSPI's Inclusionary Practices Technical Assistance Network (IPTN)
- Located at Seattle University

IPTN Aim Statement

The Inclusionary Practices Technical Assistance Network (IPTN) will provide high-quality guidance, technical assistance, and professional development resources to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in WA schools.

This will result in improved student outcomes, with an additional focus on the outcomes and the inclusion of students currently in Least Restrictive Environment 3 (LRE 3) and Black students with disabilities.

What CCTS Provides

- Secondary transition training
- Technical assistance
- Post-school outcome data (district, county, ESD, and state-level)
- Resources and materials designed for:
  - Washington state ESDs, LEAs, public high schools
  - Educators and administrators
  - Agency staff
  - Youth with disabilities and their families/caregivers

Presentation Overview

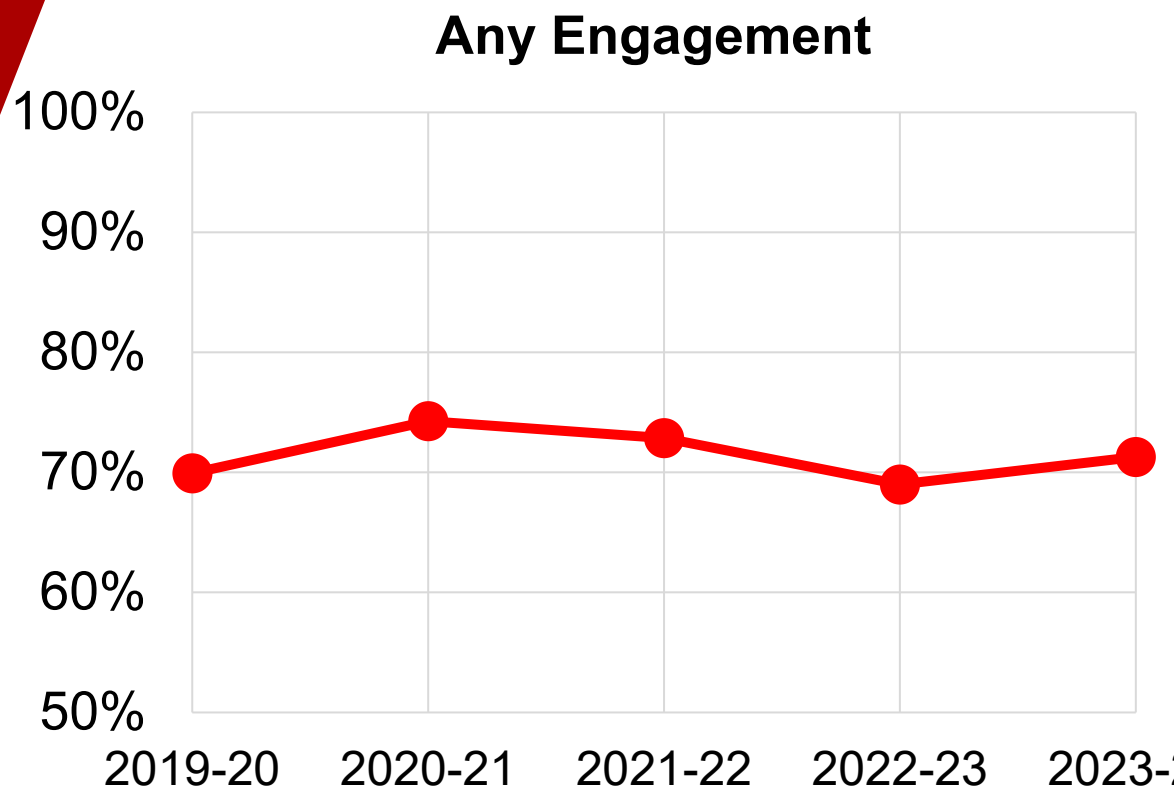
- IEP Transition Planning and Post-School Outcomes
- Components of Inclusive IEP Transition Planning
- High School and Beyond Plan
- Resources

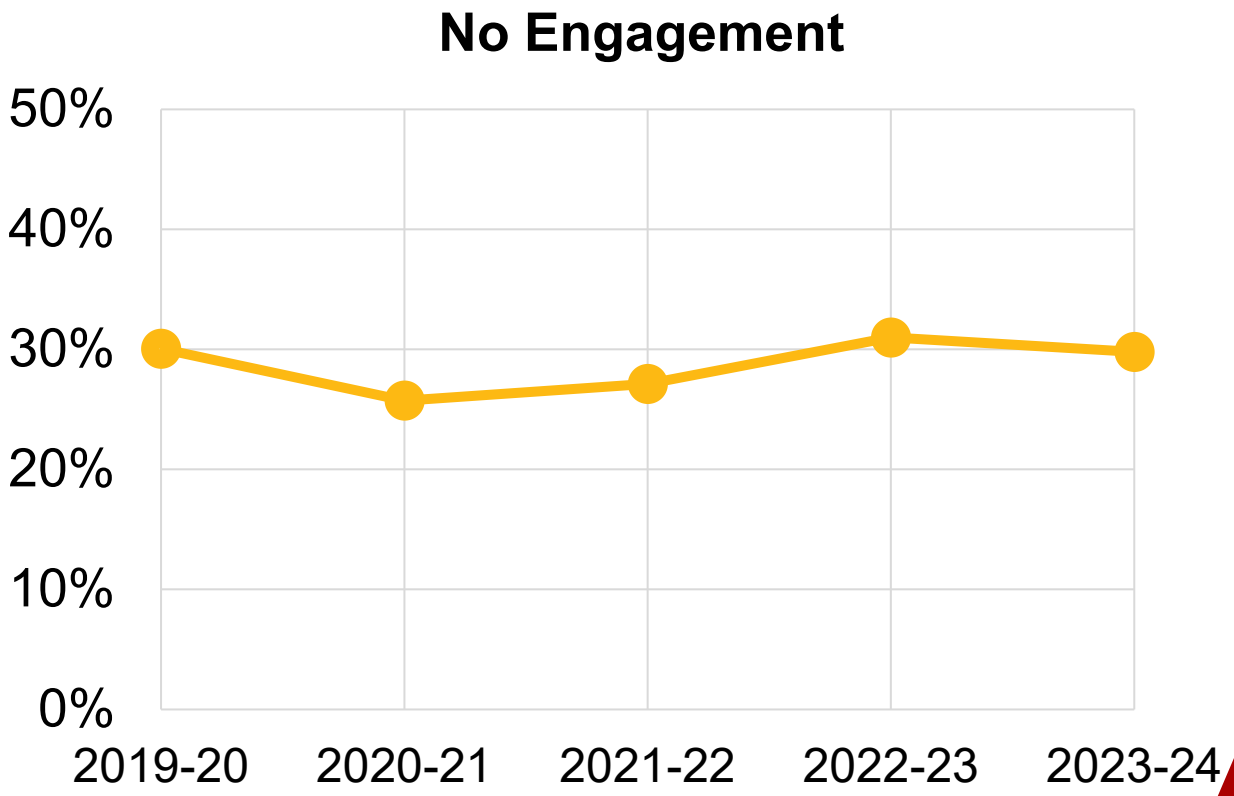
Presentation slide deck:
https://bit.ly/CCTS-ETPS

IEP Transition Planning and Post-School Outcomes

Post-School Outcome Data on the CCTS website

Any vs. No Engagement, Five-Year Overview, 2022–23 Washington state graphs





Post-School Outcome Data Summary, Washington state, 2023-24 leaver year

Any vs. No Engagement, Five-Year Overview, 2023–24 Washington state data table

Leaver Year	Respondents	Any Engagement	No Engagement
2023-24	6,519	71.30%	28.70%
2022-23	7,171	69.00%	31.00%
2021-22	6,522	72.86%	27.14%
2020-21	6,261	74.27%	25.73%
2019-20	7,170	69.93%	30.07%

www.seattleu.edu/ccts/pso-data

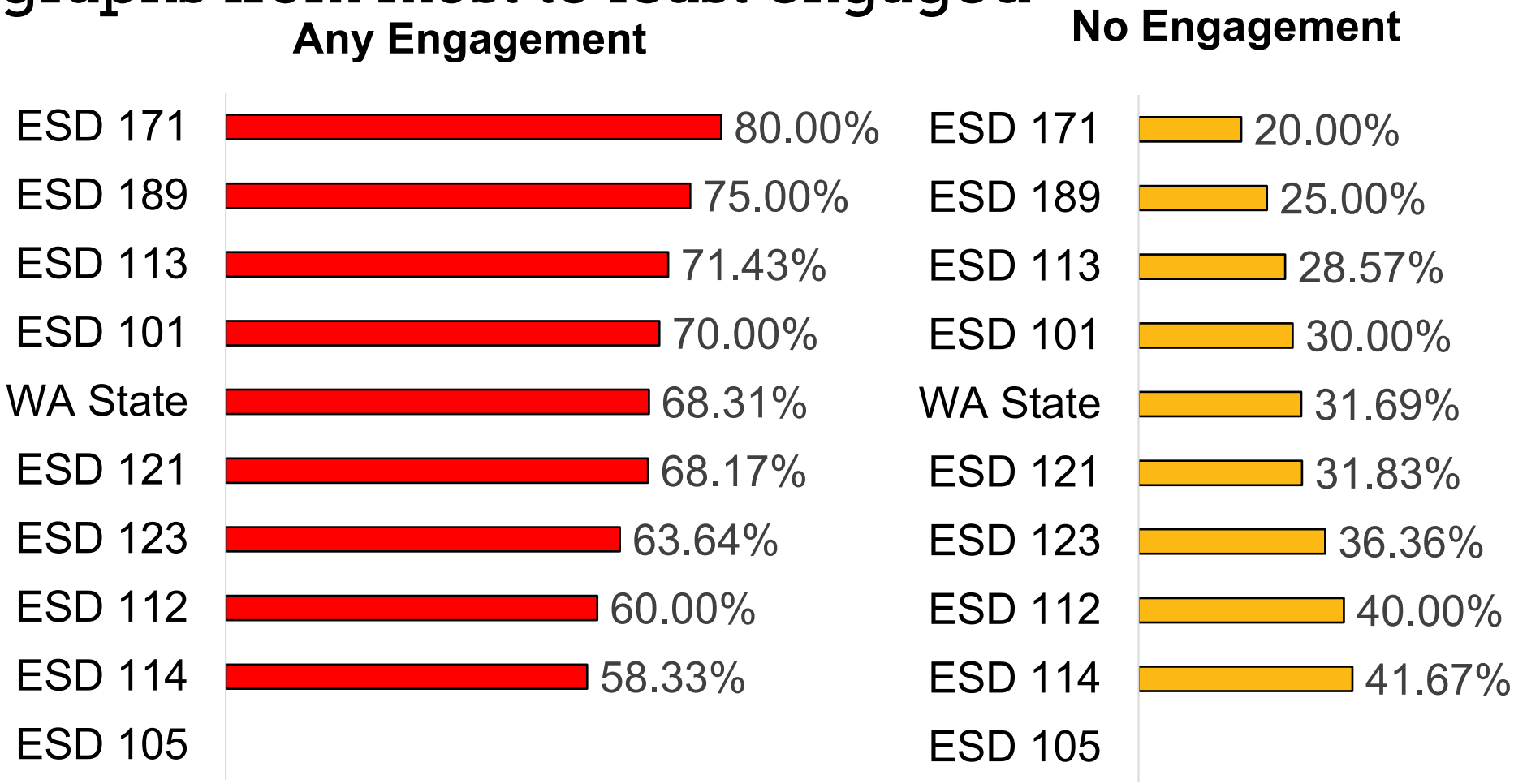
Black/African American leavers

Engagement by Educational Service District (ESD)

Any vs. No Engagement, Black/African American leavers, 2023-24 ESD data table from most to least engaged

ESD	Resp'ts	Any Engagement	No Engagement
ESD 171	10	80.00%	20.00%
ESD 189	44	75.00%	25.00%
ESD 113	14	71.43%	28.57%
ESD 101	10	70.00%	30.00%
WA State	**426**	**68.31%**	**31.69%**
ESD 121	311	68.17%	31.83%
ESD 123	11	63.64%	36.36%
ESD 112	10	60.00%	40.00%
ESD 114	12	58.33%	41.67%
ESD 105	<10	N/A	N/A

Any vs. No Engagement, Black/African American leavers, 2023-24 ESD graphs from most to least engaged



Comparing PSO for Black/African American leavers by ESD 2022–23 to 2023–24 from most to least engaged

Any Engagement	2022–23	2023–24	Percentage Point Change	Percent Change
ESD 171	N/A	80.00%	N/A	N/A
ESD 189	69.77%	75.00%	5.23	7.50%
ESD 113	77.78%	71.43%	-6.35	-8.16%
ESD 101	60.00%	70.00%	10.00	16.67%
WA State	**69.43%**	**68.31%**	**-1.12**	**-1.61%**
ESD 121	71.20%	68.17%	-3.03	-4.26%
ESD 123	58.33%	63.64%	5.31	9.10%
ESD 112	55.00%	60.00%	5.00	9.09%
ESD 114	66.67%	58.33%	-8.34	-12.51%
ESD 105	N/A	N/A	N/A	N/A

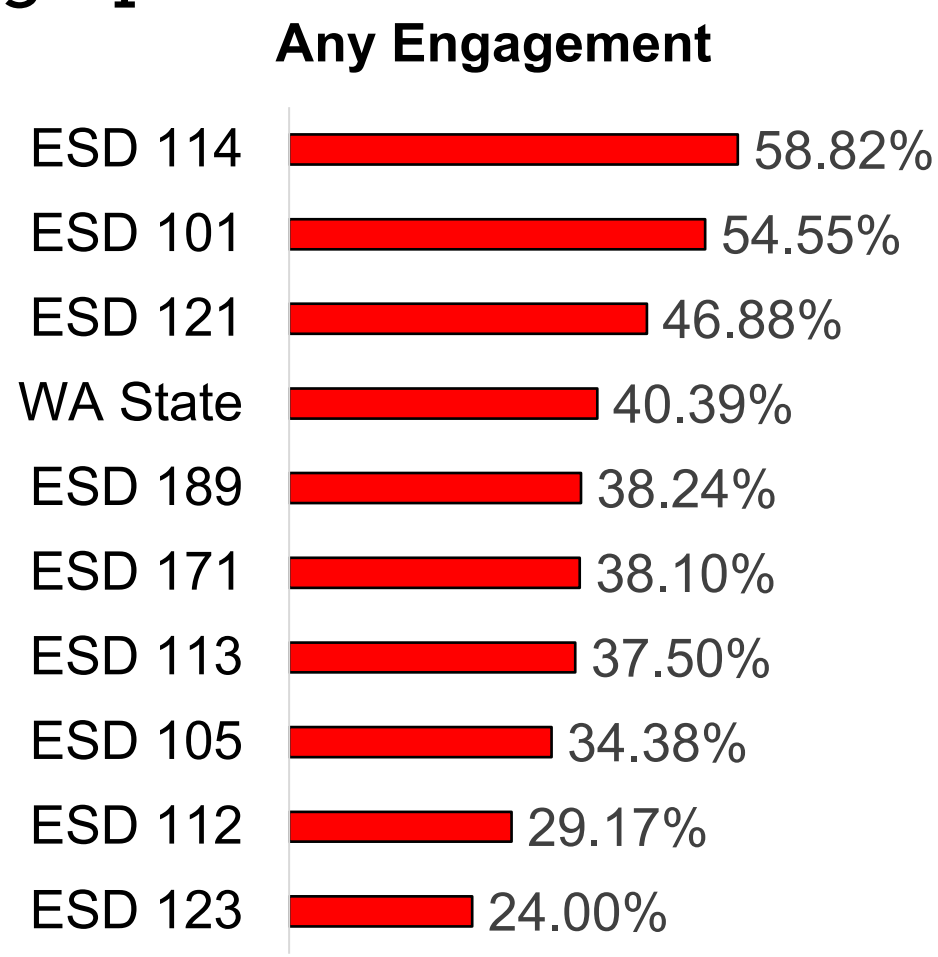
Leavers with Intellectual Disabilities

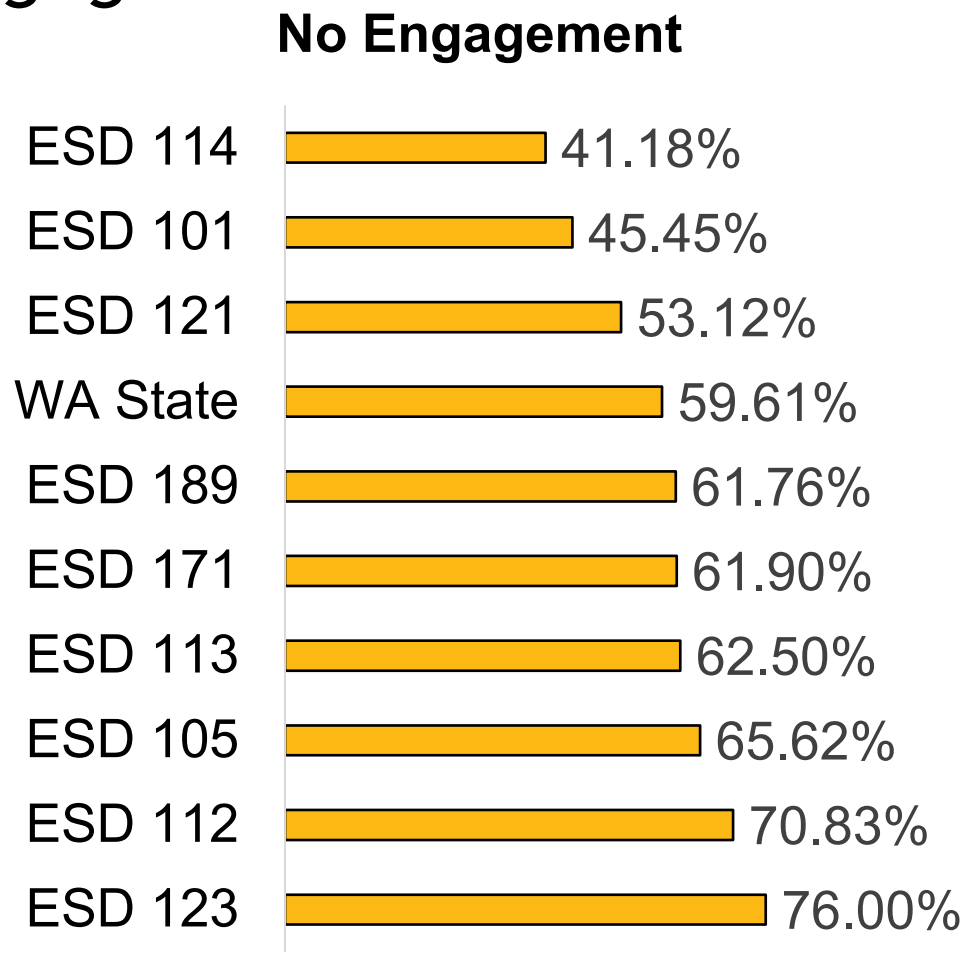
Engagement by Educational Service District (ESD)

Any vs. No Engagement, leavers w/Intellectual Disabilities, 2023-24 ESD data table from most to least engaged

ESD	Resp'ts	Any Engagement	No Engagement
ESD 114	17	58.82%	41.18%
ESD 101	22	54.55%	45.45%
ESD 121	64	46.88%	53.12%
WA State	**255**	**40.39%**	**59.61%**
ESD 189	34	38.24%	61.76%
ESD 171	21	38.10%	61.90%
ESD 113	16	37.50%	62.50%
ESD 105	32	34.38%	65.62%
ESD 112	24	29.17%	70.83%
ESD 123	25	24.00%	76.00%

Any vs. No Engagement, leavers w/Intellectual Disabilities, 2023-24 ESD graphs from most to least engaged



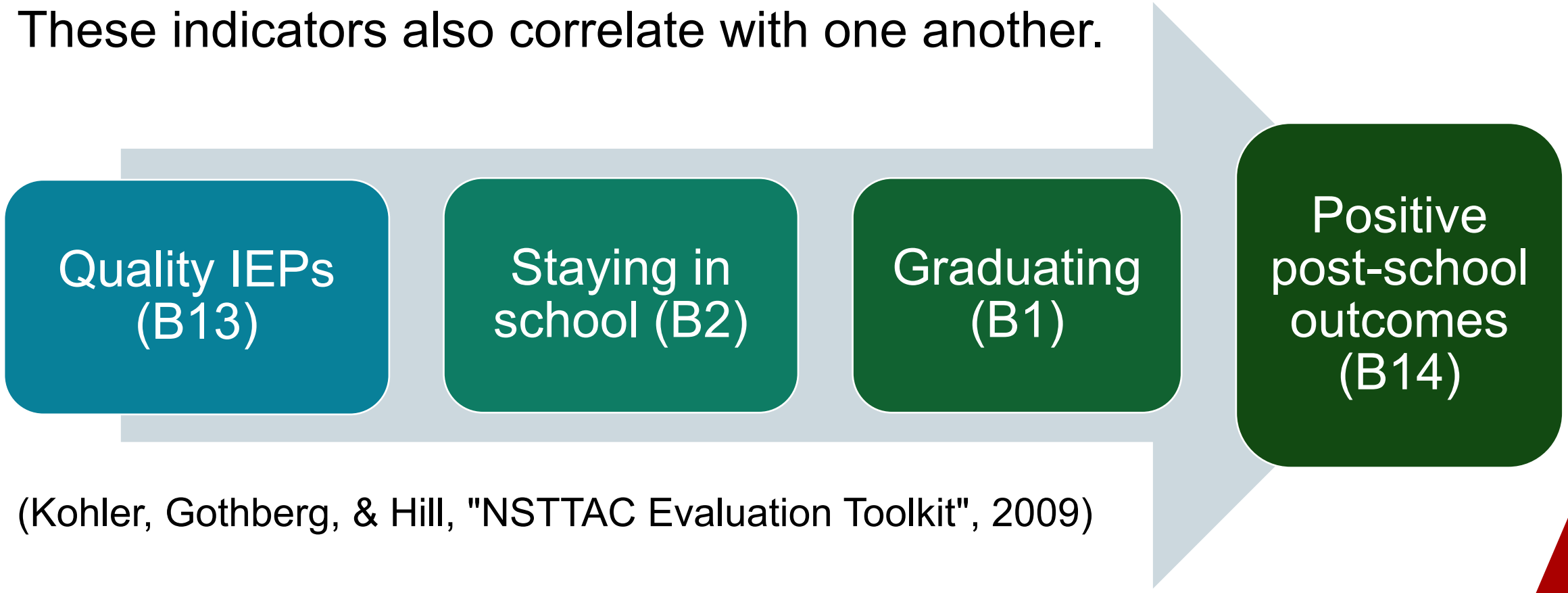


Comparing PSO for leavers w/Intellectual Disabilities by ESD 2022–23 to 2023–24, from most to least engaged in 2023–24

Any Engagement	2022–23	2023–24	Percentage Point Change	Percent Change
ESD 114	38.10%	58.82%	20.72	54.38%
ESD 101	42.31%	54.55%	12.24	28.93%
ESD 121	51.72%	46.88%	-4.84	-9.36%
WA State	**43.90%**	**40.39%**	**-3.51**	**-8.00%**
ESD 189	53.57%	38.24%	-15.33	-28.62%
ESD 171	32.00%	38.10%	6.10	19.06%
ESD 113	37.50%	37.50%	0.00	0.00%
ESD 105	29.03%	34.38%	5.35	18.43%
ESD 112	29.27%	29.17%	-0.10	-0.34%
ESD 123	51.72%	24.00%	-27.72	-53.60%

Interrelationship of IDEA Indicators

Four IDEA performance indicators relate to secondary transition. These indicators also correlate with one another.



(Kohler, Gothberg, & Hill, "NSTTAC Evaluation Toolkit", 2009)

Components of Inclusive IEP Transition Planning

Transition Services Sequence

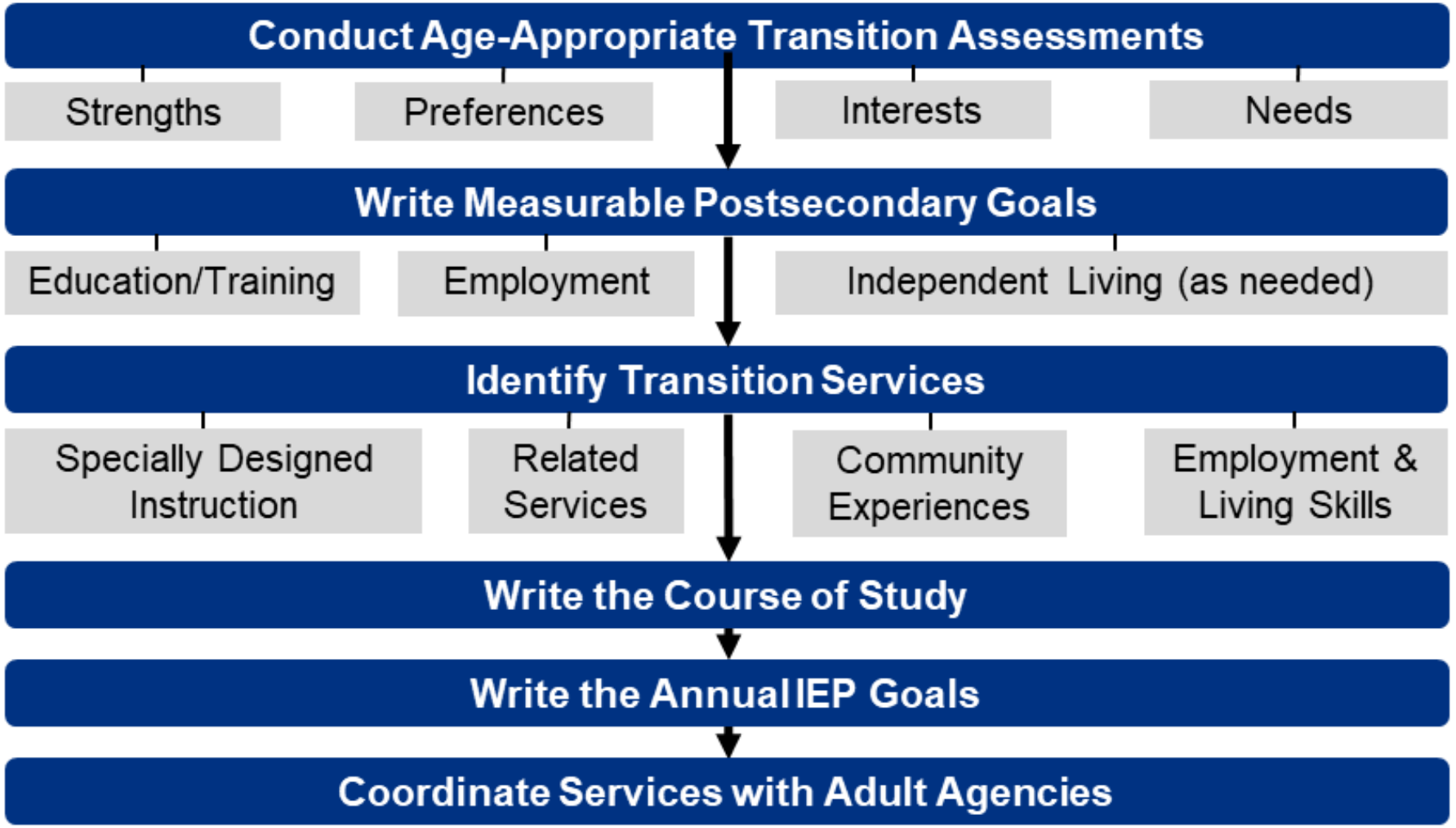
1. Conduct Age-Appropriate Assessments
2. Write Measurable Postsecondary Goals
3. Identify Transition Services
4. Write the Course of Study
5. Write the Annual IEP Goals
6. Coordinate Services with Adult Agencies

(Kohler, 1996)

Transition Services Flowchart

(Johnson, 2004)

CCTS Flowchart



1. Age-Appropriate Transition Assessments

Writing Effective Transition Plans: Module 2

Assessment Components (SPIN)

Strengths

Preferences

Interests

Needs

To the fullest extent possible, all students must be included in their age-appropriate transition assessments.

Transition Assessment Key Takeaways

- They are updated and reviewed annually as part of the IEP.
- They are an **ongoing process** in which:
  - Multiple people provide input
  - Include several methods of data collection
  - Consideration of a student's performance across environments
  - The student is at the center of the process
- The information is used to develop postsecondary goals, support annual goals, identify transition services, and make agency connections.

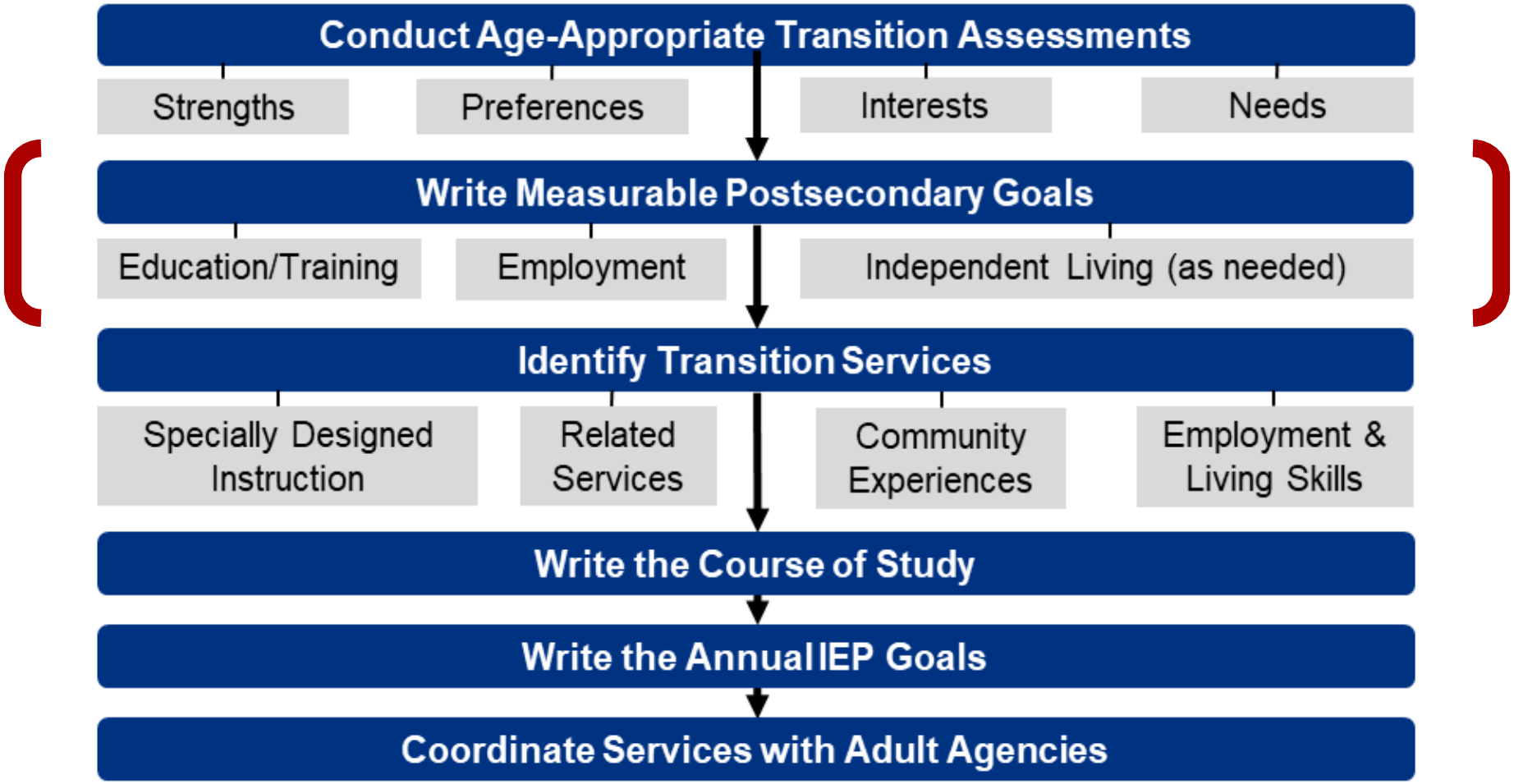
Types of Assessments

- Formal assessments: Existing information from a student's general and special education records and the HSBP.
- Informal assessments: Interviewing the student, family, staff; interest inventories, questionnaires, observations in different environments.
- T-Folio Assessments
  - Strengths Assessment (Unit 1, Lesson 1)
  - Career Clusters Interest Survey (Unit 1, Lesson 3)
  - Challenges in the Classroom and Beyond (Unit 1, Lesson 4)

2. Measurable Postsecondary Goals

Writing Effective Transition Plans: Module 3

Flowchart: Measurable Postsecondary Goals



Postsecondary Goals

- ✓ Are goals for life after high school.
- ✓ Are built on students' strengths, preferences, interests, and needs as identified in the transition assessment.
- ✓ Incorporate the cultural values of the family as well as those of the student.
- ✓ Are measurable and observable.
- ✓ Identify an outcome–not a service or activity.

Areas of Postsecondary Goals

Education/Training	• Where will I learn after high school? • What will be the focus of my learning?
Employment	• What will I do for work? • What will that look like?
Independent Living Skills (as needed)	• What skills will I need to live as independently as possible?

Formula for Writing Postsecondary Goals

(**After high school**), (**student**) will
(**measured behavior**) in/at/to (**where**).

- To be measurable, postsecondary goals must be written so that they can be “met” or “not met.”
- They must reflect a **specific** result or outcome.
- Must reflect goals for after high school and not activities completed during public schooling.
- See IEP Transition Plan Model Form 6d for further points to consider.

Example: Postsecondary Goals for Kwan

Area	Goal
Education/ Training	After high school, Kwan will participate in on-the-job training in the food services industry.
Employment	After high school, Kwan will be employed in the food services industry.
Independent Living Skills	After high school, Kwan will independently ride public transportation to and from work.

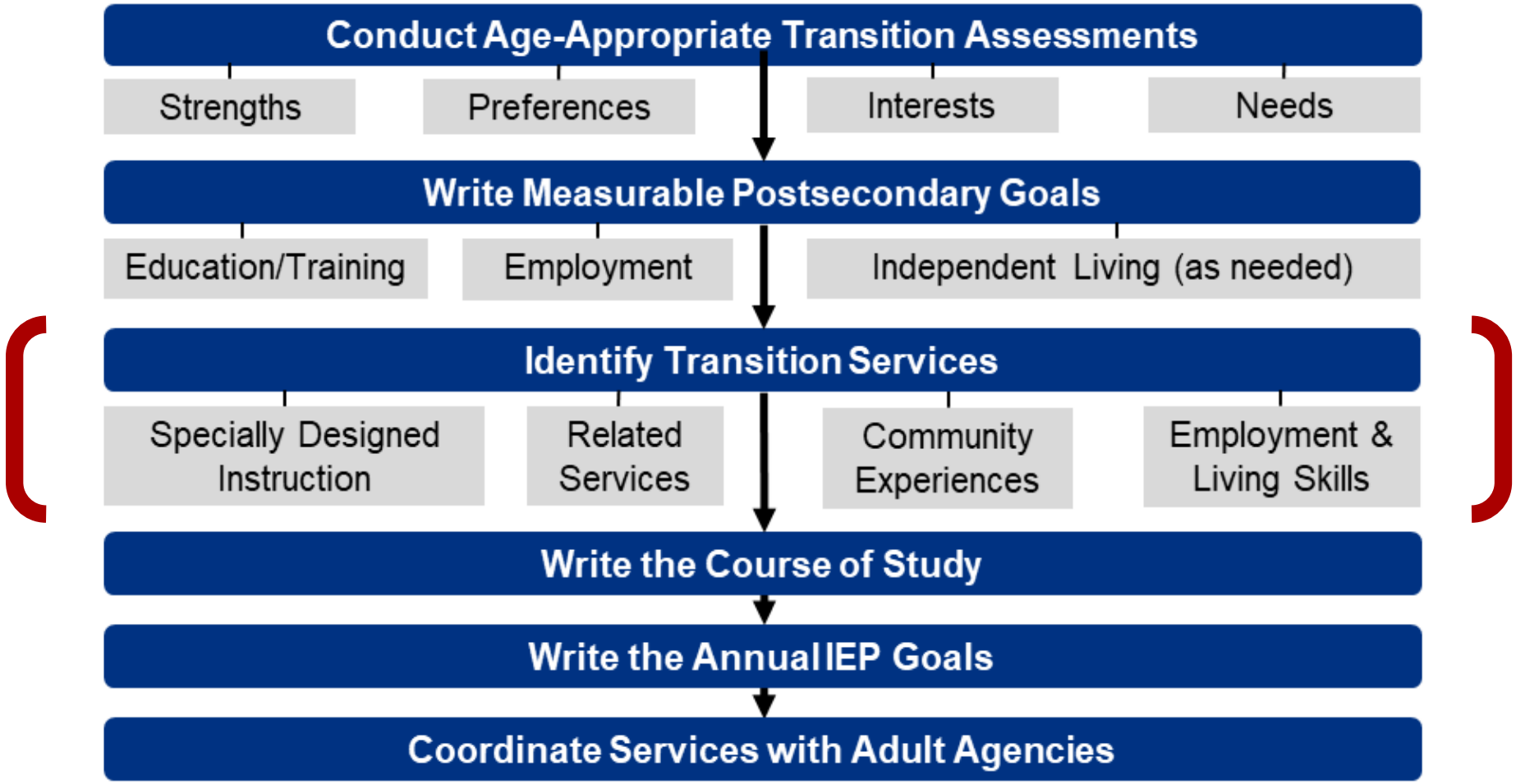
Non-Examples of Postsecondary Goals for Kwan

- **Education/Training**: Kwan will meet the criteria for passing Spanish II so he can apply to college. (Activity in school, not postsecondary)
- **Employment**: Kwan wants to work in the school cafeteria during his last year in high school. (Activity in school, not postsecondary, not measurable)
- **Independent Living**: Kwan will develop skills to access the county's public transportation system. (Activity)

3. Transition Services

Writing Effective Transition Plans: Module 4

Flowchart: Identify Transition Services



Definition of Transition Services

- Set of coordinated activities
- Designed to be a results-oriented process
- Facilitates the successful movement from school to postsecondary living
- Based on the student's strengths, preferences, interests, and needs

Washington State Legislature, WAC 392-172A-01190, Transition Services

Important to Keep in Mind

- Transition services are additional supports beyond what is available for all students.
- Transition services include individualized supports, based on the assessments.

Transition services can consist of:

- **Instruction**
- **Related services** (e.g. speech-language pathology, interpreting services, physical/occupational therapy)
- **Community experiences** (e.g. community-based work experience and/or exploration, job site training, transportation)
- **Development of employment** (e.g. job sampling in area of interest)
- If appropriate, the **acquisition of daily living skills**

Washington State Legislature, WAC 392-172A-01190, Transition Services

Example: Transition Services for Amrita (1 of 3)

Postsecondary Goal: Education/Training	Transition Services
After high school, Amrita will attend Washington Institute of Technology and earn her Computer Security and Network Technology degree.	Meet with the Disability Student Services coordinator at Washington Institute of Technology to learn about necessary documentation for an accommodation plan.

Example: Transition Services for Amrita (2 of 3)

Postsecondary Goal: Employment	Transition Services
After high school, Amrita will be employed in the computer security industry.	• Identify businesses that employ computer security professionals. • Interview an employee working in computer security.

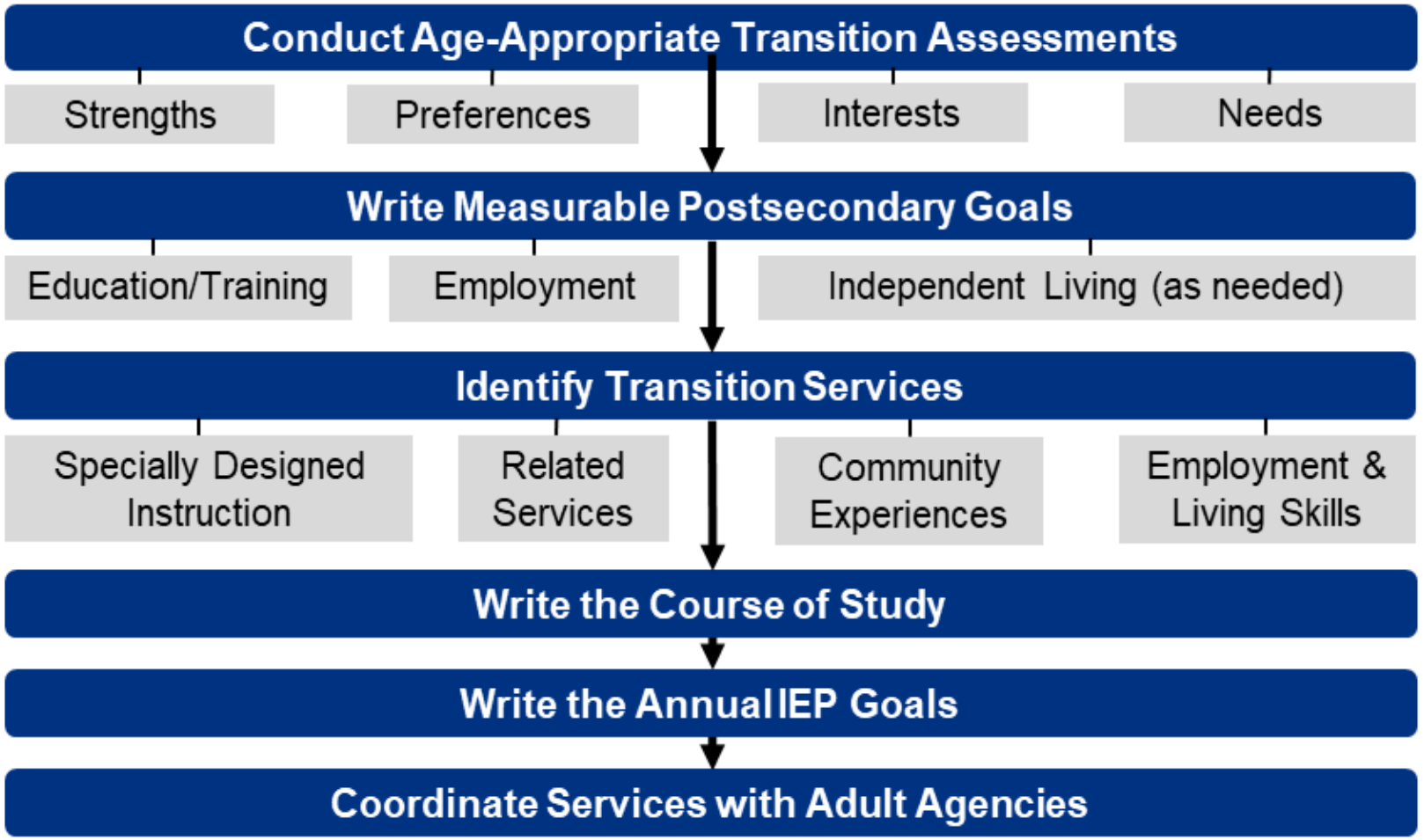
Example: Transition Services for Amrita (3 of 3)

Postsecondary Goal: Independent Living	Transition Services
After high school, Amrita will join and participate regularly in a technology networking group in her community.	Gather information on local technology networking groups.

4. Course of Study

Writing Effective Transition Plans: Module 5

Flowchart: Course of Study



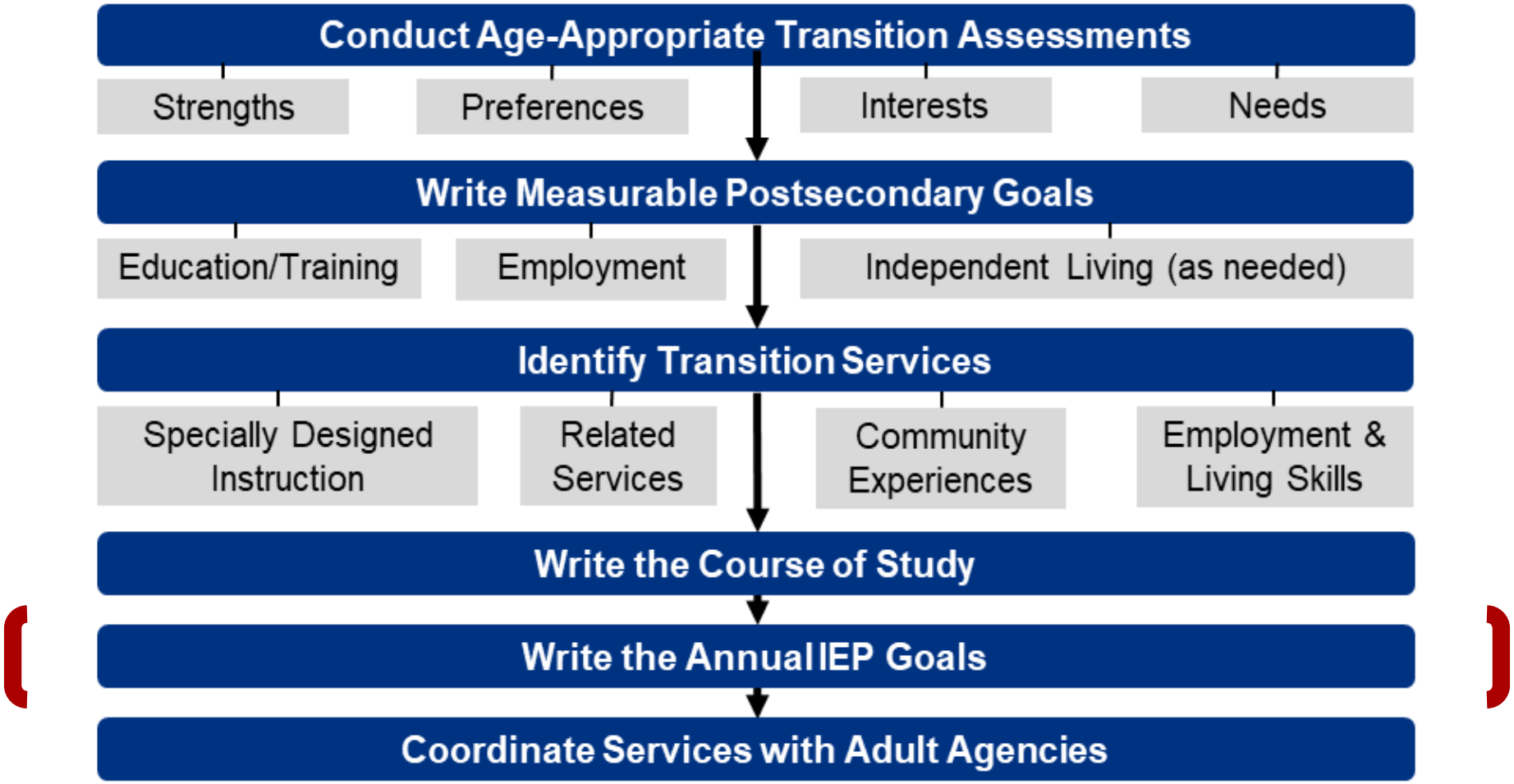
Course of Study Essentials

- More than a list of courses
- Identifies the courses, experiences, and activities needed to prepare students for their postsecondary goals
- Can be a single year or multiple years
- Examples
  - Felicia: 1-year
  - Javier: 2-year
  - Jasmine: 1-year, includes independent living goal

5. Annual Goals

Writing Effective Transition Plans: Module 6

Flowchart: Annual IEP Goals



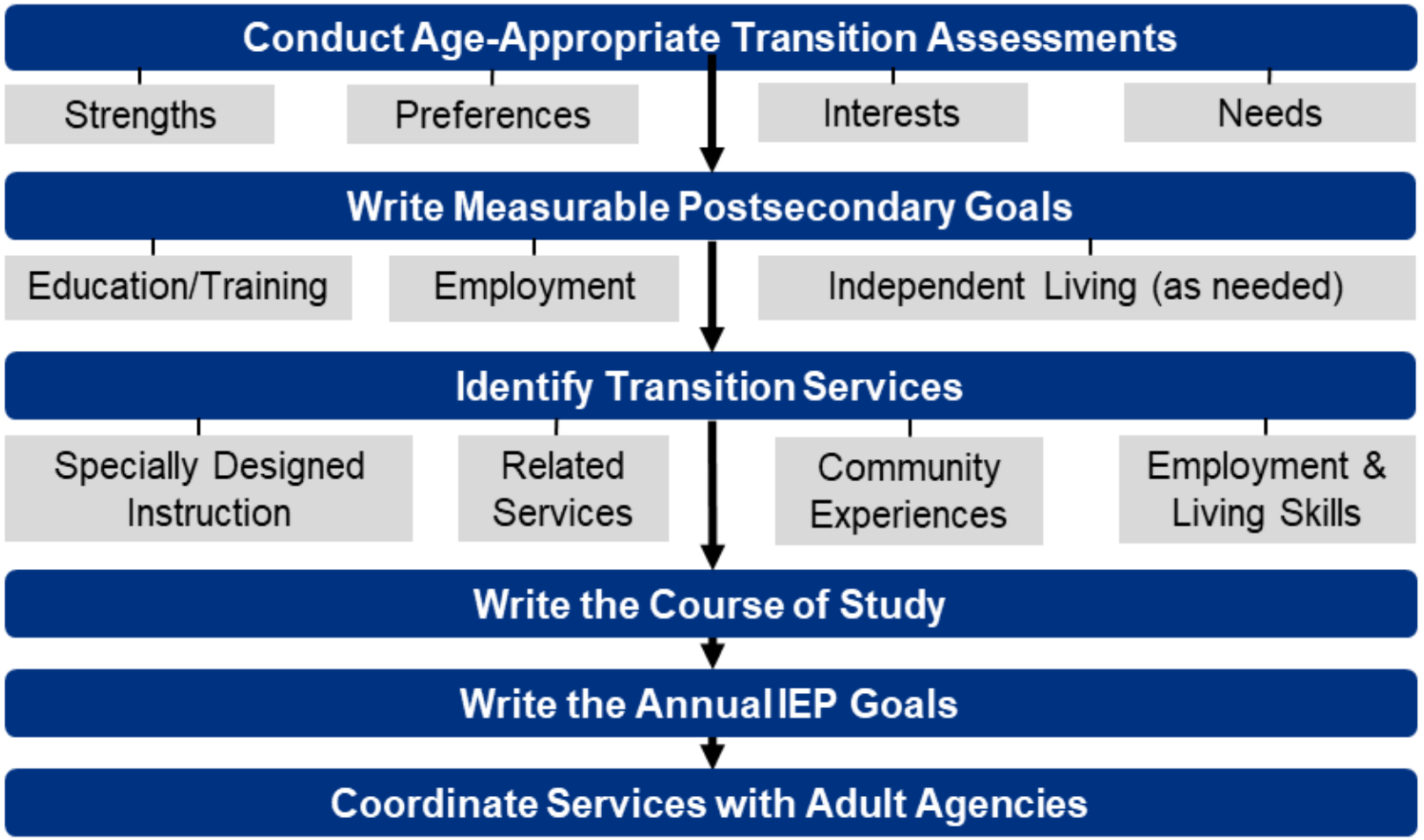
Annual Goals

- Goals that will be accomplished during the IEP year.
- Based on the evaluations, transition assessments and transition services.
- Linked to each area of the transition plan.
- Used to measure the progress towards the postsecondary goals.

6. Agency Connections

Writing Effective Transition Plans: Module 7

Flowchart: Coordinate Services with Adult Agencies



Developing Connections

- Start early
- Know the difference between K-12 vs adult agency system (entitlement vs eligibility)
- Student involvement
- Resources
  - Division of Vocational Rehabilitation (DVR)
    - Find Your DVR School Transition Counselor
  - Developmental Disabilities and Community Supports (DDCS)
  - Washington State Department of Services for the Blind

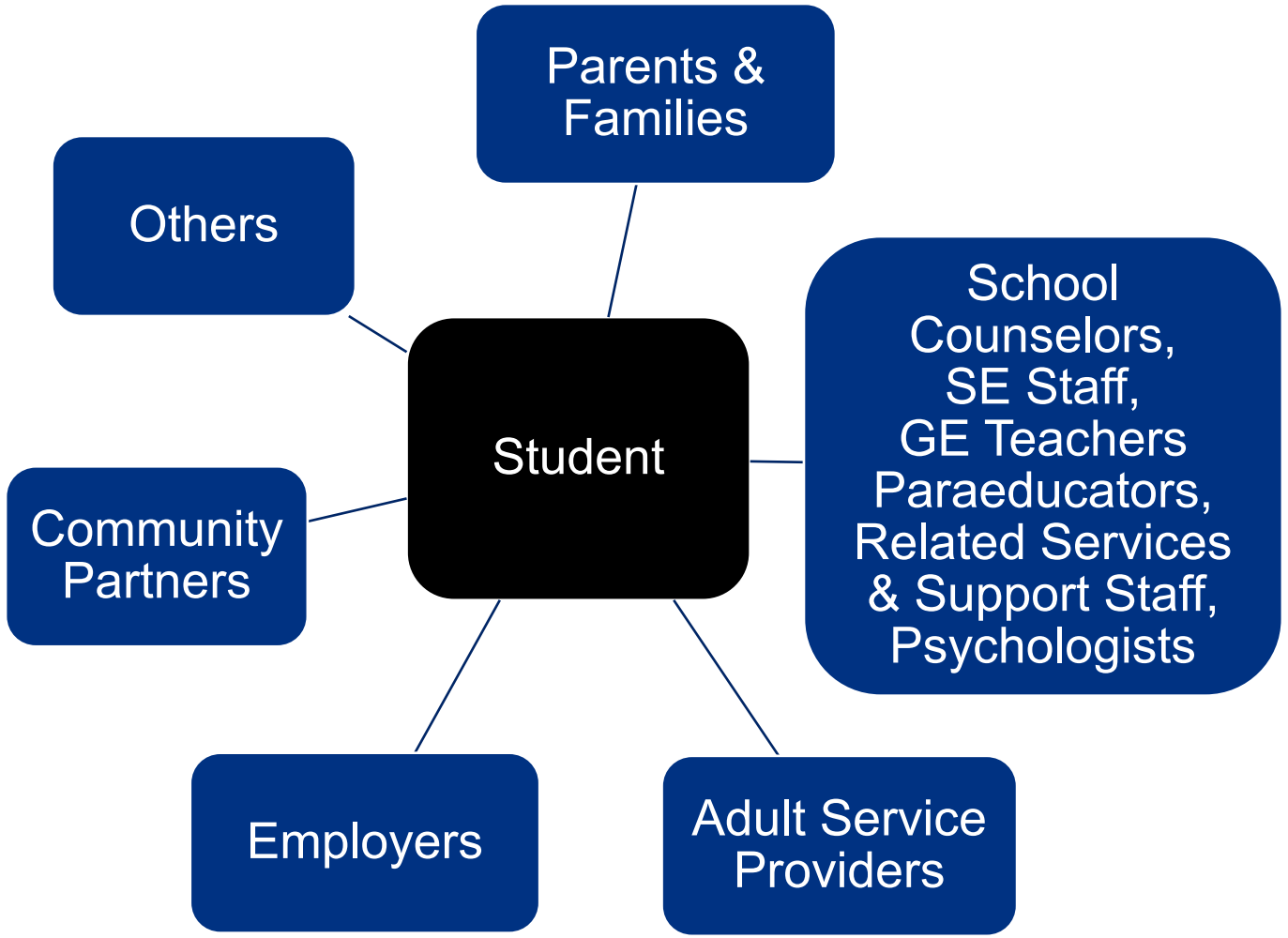
Agencies and the IEP Meeting

- Agencies must be invited to the IEP meeting if committing the agency to providing funds or services. (WAC 392-172A-03095(2c))
- Districts are required to obtain permission from parents or adult students before inviting agency personnel.
- Agency personnel should be invited 3-4 weeks in advance of the meeting date.
- Indicate what their role will be in the meeting (informational, activity-based, eligibility application, etc.).
- Include agency personnel in the conversation especially when discussing post-school goals.

Student-Centered Transition Team

Transition Team

- Guidelines for Aligning High School & Beyond Plans (HSBP) and IEP Transition Plans | Appendix A: The Transition Team Members and Roles
- WAC 392-172A-03095(2c) | IEP Team Membership



High School and Beyond Plan (HSBP)

Writing Effective Transition Plans: Module 9

How Is Transition Planning Like Ice Cream?

All students are general education students.

- Graduation requirements include completing **credit requirements**, a **High School and Beyond Plan (HSBP)** and satisfying a **graduation pathway** that aligns to their postsecondary goals.
- The HSBP process for all students starts by 7th grade and must be conducted with similar school personnel and processes.

(WAC-180-51-220)

Some students have an Individualized Education Program (IEP).

- Special Education support provides an **additional** layer of support to students.
- The **IEP Transition Plan** must be fully developed by age 16 and the HSBP is aligned.
- Special Education Teachers bring expertise in differentiating and supporting access to the HSBP as well as designing and implementing individualized transition services to students.

High School and Beyond Plan

- “For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align.”
- “Students with an IEP transition plan…may use their transition plan in support of, but not as a replacement for, their high school and beyond plan.”
- “The process for developing and updating the student's high school and beyond plans **must** be similar to and conducted with similar school personnel as for all other students.”

WAC 180-51-220 (4)

Resources

CCTS and OSPI Transition Guidance for your Toolbox

CCTS Self-Paced Online Training

- Writing Effective Transition Plans
- Student-Led IEP Meetings
- Developing Job Shadow Experiences
- Partnerships for Inclusion: Special Education and Career Technical Education

OSPI Website and Publications

- OSPI website - Secondary Transition
- OSPI website - Graduation
- Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans (PDF) (2022)
- Tips from the Special Education Division: Secondary Transition Services and Supports (PDF) (April 2023)
- Transition Supports and Services Summary for Students & Families (PDF) (2024)

Additional Resources

- CCTS Transition Services Flowchart
- Post-School Outcome Data

Wrap Up

Connect with CCTS

ccts@seattleu.edu

www.seattleu.edu/ccts

Subscribe to our newsletters

Thank You!

References

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- Kohler, P. D. (1996). *Taxonomy for transition programming: A model for planning, organizing and evaluation transition education, services and programs.* Champaign-Urbana, IL.: University of Illinois
- Kohler, P. D., Gothberg, J., & Hill, J. (2009, November 12). *NSTTAC Evaluation Toolkit* [PDF]. Kalamazoo: Western Michigan University. http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=8d43c53a-e804-4647-856c-f783fceccff2&forceDialog=0