

## Transition Planning Extensions:

### *Postsecondary Readiness Checklists & Agency Collaboration*

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#### Purpose & Overview

Transition planning isn't just about writing goals, it's about preparing students for real life after high school. IDEA requires measurable postsecondary goals (education, employment, independent living) by age 16 (some states earlier).

Strong transition plans use checklists, authentic assessments, and collaboration with outside agencies to set students up for success.

This worksheet provides **ready-to-use tools, checklists, and collaboration strategies** to strengthen transition IEPs.

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#### Why Strong Transition Planning Matters

- **Compliance:** Transition goals must be measurable and based on age-appropriate assessments.
  - **Relevance:** Connects school learning to real-world aspirations.
  - **Student Voice:** Ensures students take ownership of their future.
  - **Continuity:** Smooths the handoff from school services to adult supports.
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#### Core Components of Transition Planning

1. **Postsecondary Goals:** Measurable, based on assessments, covering education/training, employment, and independent living.

2. **Transition Assessments:** Student interest surveys, vocational aptitude tests, adaptive behavior scales, interviews.
  3. **Coordinated Activities:** Instruction, related services, community experiences, daily living skill development.
  4. **Agency Collaboration:** Invite adult service agencies (with parent/student consent).
  5. **Student Involvement:** Student voice central to every goal and activity.
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## Postsecondary Readiness Checklist (Copy & Use)

### By Age 14–16

- ☐ Conduct transition assessments (interests, strengths, needs).
- ☐ Draft initial postsecondary goals (education, employment, independent living).
- ☐ Introduce student to the concept of IEP ownership.

### By Age 16–18

- ☐ Update goals annually with current data.
- ☐ Identify courses of study that support postsecondary goals.
- ☐ Begin vocational experiences (school-based jobs, community service, internships).
- ☐ Connect family/student to adult agencies (VR, DDS, mental health).

### By Age 18–21

- ☐ Refine goals based on updated assessments.

- ☐ Build independent living skills (transportation, money management, health care).
  - ☐ Ensure student and family know their rights at age of majority.
  - ☐ Plan for diploma/certificate track and exit documentation.
  - ☐ Coordinate warm handoffs with agencies for post-school services.
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## Sample Transition Goals & Objectives

### Postsecondary Education/Training

- Goal: “After graduation, Student will enroll in a 2-year culinary program.”
- Annual Objective: “Student will complete applications to 2 culinary programs with 80% independence by June.”

### Employment

- Goal: “After high school, Student will obtain part-time competitive employment in retail.”
- Annual Objective: “Student will complete a mock interview with 80% accuracy on rubric.”

### Independent Living

- Goal: “After high school, Student will independently manage personal finances.”
  - Annual Objective: “Student will create and maintain a weekly budget with  $\leq 2$  errors.”
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## Agency Collaboration Quick Guide

Agency	Supports Offered	When to Involve
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<b>Vocational Rehabilitation (VR)</b>	Job training, job placement, career counseling	2 years before exit
<b>Department of Developmental Services (DDS)</b>	Adult services for intellectual/developmental disabilities	Prior to age 18, if eligible
<b>Mental Health Agencies</b>	Counseling, wraparound supports	High school years if SEL needs persist
<b>Colleges/Disability Services Offices</b>	Academic accommodations, tutoring, coaching	Year before graduation
<b>Independent Living Centers</b>	Training in housing, transportation, self-advocacy	Transition years

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## Transition Planning Scenarios

### Scenario 1: Lack of Agency Involvement

- Student nearing graduation, no VR contact.
- **Solution:** Team should obtain consent and invite VR rep immediately; create action plan for job readiness supports.

### Scenario 2: Vague Goals

- IEP lists: “Student will go to college.”
- **Fix:** Revise: “After graduation, Student will enroll in a 2-year program in graphic design.”

### Scenario 3: Family Hesitancy

- Parent resists involving outside agencies.
- **Solution:** Provide clear info about services, timelines, and benefits of early connection.

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### Transition Planning Pitfalls

Pitfall	Better Practice
Goals too vague (“will live independently”)	Make measurable (“will complete daily hygiene routine 5/7 days independently”).
No updated assessments	Use new interest/aptitude surveys annually.
Ignoring family/student input	Conduct interviews, use student-led transition surveys.
Missing agency coordination	Invite agencies early, with consent, to build continuity.

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### Action Starter: Try Tomorrow

- Choose one transition-age student.
- Administer a quick interest inventory (paper or digital).
- Draft or revise **one measurable postsecondary goal** with the student’s direct input.
- Contact at least one outside agency (with consent) to begin coordination.