

Transition Planning Resource Guide 2020-2021

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Introduction

The purpose of this guide is to assist teachers of record, transition coordinators, pre-ETS coaches, special education directors, and pre-ETS providers helpful hints and tools in order to provide the best transition planning for students with disabilities.

Please direct any questions, suggestions, or concerns to Michelle Oja at moja@doe.in.gov.

Transition IEPs (Indicator 13)

General Information

[Indicator 13 Checklist](#)

This is the checklist used for both proactive and federal pulls for Indicator 13.

[Self-Monitoring Google Form Template](#)

Based on the Indicator 13 Checklist, this template allows you to self-monitor within your school district in order to check for Indicator 13 compliance and determine any areas needing improvement.

[Transition IEP Rubric](#)

Created by the Indiana Secondary Transition Resource Center (INSTRC), this guide provides information and examples of what each component of the Transition IEP should look like.

[Pre-Conference Checklist Template](#)

A template of a checklist which can be used to ensure all components are ready to go prior to holding a case conference to complete a Transition IEP.

[“Before I Finalize”: Checklist Template](#)

A template of a checklist which can be used to ensure all components are complete prior to finalizing the Transition IEP.

[Transition Planning Recorded Presentation](#)

Michelle Oja and Wendy Ritz walk viewers through four different transitions of fictitious students from middle school through student exit highlighting transition assessments, postsecondary goals, and transition services and activities each student participates in throughout the transition planning process.

[Transition IEP Miniseries](#)

The Indiana Secondary Transition Resource Center (INSTRC) has put together a seven course series about the components of transition and best practices for transition IEPs. Participants may select one or more courses to complete. Participants will need to have a [IU Guest account](#) in order to access the courses. The account is free.

Transition Assessments

[Transition Assessment Matrix](#)

Housed on INSTRC's website, this assessment matrix was originally developed by the Northeast Transition Cadre.

[Adolescent Autonomy Checklist Google Form](#)

The PDF version of this document is found within the Transition Assessment Matrix. This version takes the PDF and makes it a completable Google Form.

Please note: The link will take you to a page asking you to make a copy of this document. At the bottom there is a credit to the individual who took the time to convert the assessment into a Google Form. Please keep this credit when replicating the Google Form for your needs.

[Picture Skills Inventory](#)

Please note: The link will take you to a page asking you to make a copy of this document. At the bottom there is a credit to the individual who took the time to convert the assessment into a Google Form. Please keep this credit when replicating the Google Form for your needs.

[Student and Family Interview- Employment Google Form](#)

Please note: The link will take you to a page asking you to make a copy of this document. At the bottom there is a credit to the individual who took the time to convert the assessment into a Google Form. Please keep this credit when replicating the Google Form for your needs.

[Student and Family Interview - Independent Living Google Form](#)

Please note: The link will take you to a page asking you to make a copy of this document. At the bottom there is a credit to the individual who took the time to convert the assessment into a Google Form. Please keep this credit when replicating the Google Form for your needs.

[Student and Family Interview- Recreation and Leisure Google Form](#)

Please note: The link will take you to a page asking you to make a copy of this document. At the bottom there is a credit to the individual who took the time to convert the assessment into a Google Form. Please keep this credit when replicating the Google Form for your needs.

[Student Dream Sheet Google Form](#)

The PDF version of this document is found within the Transition Assessment Matrix.

This version takes the PDF and makes it a completable Google Form.

Please note: The link will take you to a page asking you to make a copy of this document. At the bottom there is a credit to the individual who took the time to convert the assessment into a Google Form. Please keep this credit when replicating the Google Form for your needs.

[Student Transition Survey Google Form](#)

Please note: The link will take you to a page asking you to make a copy of this document. At the bottom there is a credit to the individual who took the time to convert the assessment into a Google Form. Please keep this credit when replicating the Google Form for your needs.

[Getting to Know You Survey Google Form](#)

This is a great way to get to know students who are new to you and to determine what other transition assessments may need to be given. Please note: The link will take you to a page asking you to make a copy of this document. At the bottom there is a credit to the individual who took the time to convert the assessment into a Google Form. Please keep this credit when replicating the Google Form for your needs.

Postsecondary Goals Reminders and Tips

Independent Living

- Independent Living only needs to have a postsecondary goal if the student does not have the same skill set or a similar skill set as their same-age peers.
- Independent Living encompasses more than just the place where a person resides. Consider other aspects of daily living which a student may need to focus on when deciding what postsecondary goal is appropriate for the student. “I will live with my family” is not always the most appropriate goal for a student.

Employment

- People will have many jobs and occupations throughout their lives; however, for the purpose of the postsecondary goal our focus is on what the student wants to be when their education and/or training is complete. Example: “I will be a sous chef.” vs “I will be a barista while attending culinary school.”
- Education and Training should be in its own goal section and not included within the Employment goal.

Education/Training

- Unless a student has been accepted by the college, university, vocational program, or other specifically named organization, it is best to refrain from naming a specific location where education and training is expected to take place. Instead use the generic term to describe where additional learning will be taking place.
- Information about what field the student ultimately wants to be employed in is not necessary within the goal statement.

Transition Services and Activities

As we enter the 2020-2021 school year, there are going to be a variety of ways Transition Services and Activities will be presented to students. In order to assist schools with the ability to provide Transition Services and Activities virtually, the following resources have been collected. All of these resources are available at no cost.

Employment

Career Exploration

[Indiana Career Explorer](#)

[AGExplorer](#)

[KQED Career Exploration Videos](#)

[Roadtrip Nation YouTube Videos](#)

[myskillsmyfuture](#)

[What's it like to work at Zynga \(Video Game company\)](#)

[Nebraska Career Clusters - Virtual Industry Tours](#)

Job Shadowing/Work-based Learning/ Apprenticeships

[LearnmoreIndiana](#)

[K-12 Work-Based Learning Manual](#)

[Work-Based Learning and Apprenticeships](#)

[T-folio - Work-Based Learning Lessons](#)

Project-based Learning

[IDOE Promising Practices Google Folder](#)

Service-based Learning

[National Youth Leadership Council](#)

[IDOE Promising Practices Google Folder](#)

Education/Training

College Exploration

[Think College](#)

[JFF](#)

[CollegeBoard](#)

[Campustours.com](#)

Executive Functioning Skills

[Soft Skills to Pay the Bills](#)

[Peer-Assisted Learning Strategy \(PALS\)](#)

[Annotating Text Lesson and Resources from Scholastic](#)

[Example Checklist from Scholastic](#)

[Executive Functioning Skills Activity Guides from the Center of the Developing Child, Harvard University](#)

[Executive Functioning Skills for 7-12 year olds from the Center of the Developing Child, Harvard University](#)

[Executive Functioning Skills for Adolescents from the Center of the Developing Child, Harvard University](#)

Independent Living

Daily Living

[Got Transition/Center for Health Care Transition](#)

[15 Tips to Help Individuals with Special Needs Shop for Groceries](#)

Using Public Transportation

[Oregon's Travel Training Guide](#)

[National Aging and Disability Transportation Center](#)

Using a Motor Vehicle

[Indiana's Driver's Manual](#)

[Teen Driver Education](#)

Financial Literacy

[Jump\\$tart](#)

[MyMoney.gov](#)

[Pennsylvania Budget Tool](#)

[California Budget Tool](#)

[Finance in the Classroom](#)

[Practical Money Skills](#)

[High School Financial Planning Program](#)

General Resources

[Explore-work.com](#)

[CareerOneStop](#)

[Association for Career and Technical Education \(ACTE\)](#)

[O*NET Online](#)

[National Career Development Association](#)

[MyPlan.com](#)

[PACER'S National Parent Center on Transition and Employment](#)

[Indiana Secondary Transition Resource Center \(INSTRC\) - Making the Connection Guide](#)

[National Transition Assistance Center on Transition \(NTACT\)](#)

[Blind Abilities College and Career Exploration Podcasts](#)

[I'm Determined Website](#)

Post School Outcomes (Indicator 14)

General Information

Beginning with the 2020 RDA matrix, all Local Education Agencies (LEAs) will have data from their graduates or those who had exited in the previous year. This data should be used to facilitate conversations around how transition planning takes place within your LEA. In order to assist in the data collection process, some changes are taking place. Information about these changes are included in the sections below.

Indicator 14 Letter Distribution

Beginning in the 2020-2021 school year, all students in their last two years of high school and/or all juniors and seniors should be given the [Indicator 14 letter \(Spanish\)](#) ([Burmese](#)) located within the documents section of IIEP (as of January 2021; located within Moodle prior to and after January 2021). Letters may be distributed prior to the junior year or second to last year of education; however, the What's Next? Newsletter referenced within the Indicator 14 letter is geared towards those who will soon be exiting and/or have exited high school.

The Indicator 14 letter has been updated to reflect a change in how Indiana Department of Education (IDOE) through the Center on Community Living and Careers at Indiana University (CCLC) will be keeping in contact with students post school exit or graduation in order to be able to reach out to them one year post graduation or exit in order to complete the Indicator 14 survey.

What's Next? Newsletter

Students and their families will receive information within the Indicator 14 letter about signing up for the What's Next? newsletter. It is important to have a conversation with students and families about the benefits of signing up to receive the newsletter and why participating in the Post School Outcomes Survey is important. Signing up for the newsletter enables CCLC to have up to date information on how to contact students in order to be able to reach out to give the Post School Outcomes Survey one year post-graduation or after exit.