



IDEA–Rehabilitation Act–WIOA Planning, Accountability, and Continuous Improvement Implementation Guide

Introduction

State education agencies (SEAs) and vocational rehabilitation (VR) agencies are central for coordinating services for youth with disabilities for postsecondary transition. These agencies support local education agencies (LEAs), local VR agencies, and schools to implement evidence-based transition practices that will promote positive outcomes for youth and adults with disabilities. These practices include the following:

- Build capacity within general education classrooms to provide inclusive instruction¹ and promote accessible curricula, drawing on human-centered design (HCD) and universal design for learning (UDL).²
- Ensure access to needed accommodations and assistive technologies, as identified in students' individualized education programs (IEPs).³
- Focus on development and demonstration of self-advocacy, student empowerment,⁴ and self-determination,⁵ providing environmental supports if necessary.
- Promote student-centered planning⁶ across the age and grade spans, including empowering students to make age-appropriate decisions as early as the elementary grades⁷ and involving youth as leaders in their IEP meetings as early as middle school.⁸
- Provide early and frequent exposure to authentic and individualized college and career experiences.⁹
- Encourage youth to explore their interests and follow a program of study that prepares them for a future aligned with those interests and skills.¹⁰
- Develop and annually review and update an individualized plan for employment (IPE) in partnership with a VR counselor.¹¹

Implementing these promising practices and ensuring that they contribute to the best possible outcomes for youth requires coordination across the two agencies with a range of providers and using a systematic and cohesive approach.^{12,13} Specifically, research shows that both agencies should implement programs that engage youth in transition activities as early as middle school,^{14,15} in a cooperative setup in which both programs supported by these agencies jointly engage youth.¹⁶ Although the focus of this guide is on the partnership between SEAs and VR agencies, many other agencies supporting the mental health, housing, health care, and other needs of youth with disabilities also play important roles in promoting successful transitions¹⁷ and can be engaged as part of the collaborative processes described as appropriate.

This guide identifies and describes best practices in establishing effective systems for SEAs and VR agencies to build collaborative practices that promote positive transitions and post-school outcomes for youth with disabilities. It begins by summarizing common collaboration points between the two agencies. It then presents opportunities for additional cross-agency collaborations related to planning, accountability, and continuous improvement. In each section, relevant Federal statutes in the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by the Workforce Investment and Opportunity Act (WIOA), are presented (thereby aligning related provisions from the statutes and regulations), implementation considerations for successful partnership activities (in the form of questions for agency consideration) are listed, and relevant resources to support the implementation of collaborative practices are provided. At the conclusion of each section is a State practice exemplar that summarizes the partnership strategies toward successful practice. The guide concludes with considerations for cultural and linguistic competency (CLC) and for partnerships with Centers for

Independent Learning (CIL). Appended is an implementation checklist that States can use to assess their progress toward developing and implementing more collaborative interagency systems and practices that promote positive transition outcomes.

Frequent SEA and VR Collaborations

Research shows that collaboration through the transition process across State agencies is critical.¹⁸ Agencies should understand not only their own roles but also the roles of partner agencies. In practice, this means that clear roles and responsibilities are established between the agencies, these responsibilities are clearly communicated to young people and their families, and the agencies regularly review and reconceive their roles as youth needs evolve.¹⁹ They should use these partnerships to create a bridge between secondary school and meaningful, fulfilling postsecondary opportunities.²⁰

This section summarizes existing SEA and VR interagency collaborations and how they can contribute to improved transition outcomes for youth with disabilities.

Information and Referral

SEAs and VR agencies rely on established communication channels when a student eligible for transition supports is referred for services. These channels may include LEAs, CILs, local VR agencies, and other relevant collaborations that bring the array of potential providers into shared decision making with students and families. Ongoing working relationships promote the efficient and timely connection of students to needed services and supports. In the most successful education and VR partnerships, transition teams are housed within district offices and school buildings to ensure timely early identification and referral.²¹

SEA–VR Interagency Coordination and Agreements

A formal interagency agreement is an important foundational document that helps students with disabilities experience a smooth transition from school to post-school activities. IDEA requires that SEAs and VR agencies plan and coordinate transition services for students who receive special education services²². Section 101(a)(11)(D) of the Rehabilitation Act requires that VR agencies enter into formal interagency agreements with SEAs that describe how the entities will collaboratively plan and coordinate transition services and pre-employment transition (Pre-ETS) services for students with disabilities who need those services.²³

Comprehensive Statewide Needs Assessments

These assessments are jointly conducted with the State Rehabilitation Council (SRC), including a representative from the SEA (at a minimum), every 3 years to gain a better understanding of the VR service needs of individuals in each State or territory (Section 101(a)(15) and (25) of the Rehabilitation Act and implementing regulations §361.29). The input from these assessments informs each VR agency's goals, priorities, and strategies, particularly those that improve and expand VR services for students with disabilities. The assessment also includes the extent of coordination with services under IDEA²⁴ designed to facilitate students' transition from school to postsecondary life.²⁵

WIOA Unified or Combined State Plans

WIOA [State Plans](#) outline 4-year strategies for each State or territory's workforce development system. They also detail how those systems can help Americans—including youth and those with significant barriers to employment, such as a disability—secure high-quality jobs and careers and help employers hire and retain skilled workers. As a core partner, VR agencies administering the VR program ensure that they reflect the most current knowledge in the field and are informed and effective for individuals with disabilities, including students and youth with disabilities. These plans also help drive industry actions that prepare youth with disabilities to compete for quality occupations.

State Advisory Panels

IDEA requires that each State establishes and maintains an [advisory panel](#) to guide policy on special education and related services for students with disabilities and advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.. Representation on the panel must include at least one representative from a relevant vocational, community, or business organization, and the majority must be individuals with disabilities or the parents of students with disabilities.²⁶

State Rehabilitation Council (SRC) Representation

SRCs review, evaluate, and advise VR agencies on their performance regarding the delivery of services and the achievement of employment outcomes by individuals with disabilities. SRCs have been described as the “voice of the community,”²⁷ helping ensure that audiences share their perspectives and needs as VR agencies develop and implement policies and procedures. SRCs also ensure effective and efficient information dissemination by engaging in public meetings and other interactions with the communities they serve.

Partnership in Practice

Offering what it describes as “a seamless combination of classroom instruction, career exploration, and on-the-job training,” Washington’s [Project SEARCH](#) provides a 9-month school-to-work program for students with disabilities on the campus of Evergreen State College in Olympia, Washington. Established in 2009, the program is a collaborative effort between Evergreen, Olympia School District, and Morningside (a local community rehabilitation program), funded in part by the Division of Vocational Rehabilitation. The program focuses on building communication skills and problem-solving techniques and responding to feedback to help remove barriers to employment for individuals. The program has successfully placed participants in internships in approximately 25 different work areas, ranging from a daycare center to a bookstore to various office settings. The project’s success has extended to full employment, some with support from the project.

Opportunities for Additional Cross-Agency Collaboration

Although a broad evidence base exists for the value of interagency collaboration in transition,^{28,29} often the implementation of the requirements of IDEA and/or the Rehabilitation Act, as amended by WIOA, is incomplete.³⁰ The following sections align related provisions from the statutes and regulations, identify intersections between special education and VR requirements, and describe opportunities for additional collaborative activity across the two agencies.



Planning

Access to Transition and VR Services

Relevant Regulation—IDEA. 34 CFR §300.320 requires the specification of transition services in a student’s IEP until the student earns a regular high school diploma or reaches the maximum age for free appropriate public education (FAPE) under IDEA and as defined by the State. The IEP team determines the transition services and whether a student with a disability remains eligible for and entitled to special education services within the requirements of IDEA and the State.

Relevant Regulation—Rehabilitation Act. Section 113 of the Rehabilitation Act and the implementing regulations at 34 CFR §361.48(a) allow for the provision of Pre-ETS to potentially eligible and VR-eligible students with disabilities. VR-eligible students and youth with disabilities with IPEs may receive transition, VR, and/or supported employment services as described in Section 103(b) in the Rehabilitation Act and implementing regulations 34 CFR §361.48(b).

Implementation Considerations³¹

- How frequently do district and building administrators meet with VR transition counselors/VR leadership?
- How is information about VR services communicated from administrators to school personnel?
- How are students with disabilities connected to VR services?
- Are VR agency representatives invited to participate in transition planning and IEP meetings?
- How are informational events coordinated in the district and building with parents and students?
- Which other partners are present and active in incorporating transition supports for student success?
- What options are available for comprehensive transition and how do they address youth needs?

Resources for Implementation

- The [OSERS Transition Guide](#) helps students and youth with disabilities and their families better understand how the SEA, the LEA, and the VR agency work together to facilitate improved transition outcomes.
- The National Technical Assistance Center on Transition: The Collaborative (NTACT:C) created a [Side-by-Side Transition Services](#) guide that clarifies the roles that SEAs and VR agencies play throughout the transition process.^a
- Kentucky’s [Profile of Transition Practices](#) guides district teams in reviewing, assessing, and making changes and improvements (as needed) to postsecondary transition practices and programs for students with disabilities.



Partnership in Practice

Maine conducts monthly [Best Practice Forums](#). These virtual events invite state educators and transition leaders to elevate issues and develop strategies to support youth with disabilities in the postsecondary transition process. The events, which are archived, are informing the development of a cohesive and comprehensive framework to enhance academic and functional achievement and facilitate movement from school to post-school activities for youth with disabilities in the State.

^a Please note that access to the resources in Side-by-Side Transition Services requires an account at [NTACT:C's website](#).

Planning

Pre-ETS Funds

Relevant Regulation—Rehabilitation Act. Section 110(d)(1) of the Rehabilitation Act and implementing regulations at 34 CFR §361.65(a)(3) require VR agencies to set aside at least 15% of their Federal funds^b to provide Pre-ETS to students with disabilities who are eligible or potentially eligible for VR services.^c

Implementation Considerations

- How is VR spending the 15% reserve fund to provide Pre-ETS in our State?
- What referral systems are in place to ensure that all students with disabilities have access to Pre-ETS?
- What, if any, outside agencies are relevant at the systemic level regarding the expenditure of Pre-ETS funds?
- How is VR working with LEAs to explore what Pre-ETS are needed at the individual student level?
- Are there opportunities to increase the reach and impact of Pre-ETS activities?

Resources for Implementation

- This [information brief on State Vocational Rehabilitation Agencies' Early Implementation Experiences With Pre-Employment Transition Services](#) analyzes qualitative data from 10 VR agencies and quantitative data from seven agencies to present examples of partnerships, service delivery, and staffing for Pre-ETS.
- NTACTION's [Pre-ETS Strategic Planning Guide](#) offers guidance specifically for States in the use of Pre-ETS funds.

Data and Tracking

Relevant Statute—IDEA. Section 1416(b)(1)(A) of IDEA requires that States measure the percentage of youth with IEPs ages 16 and older whose IEPs include (a) appropriate, measurable postsecondary goals that are annually updated and based on an age-appropriate transition assessment; (b) transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and (c) annual goals related to the student's transition service needs. Evidence must exist that the student was invited to the IEP team meeting during which transition services were discussed, along with evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. Indicators B1, B2, B13, and B14 measure States' performance and compliance with this statute.

Relevant Regulations—State VR Program Regulations Subpart E and WIOA. 34 CFR §361.155(a)(1)(v) requires that States measure the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational, or other forms of progress toward such a credential or employment.

Implementation Considerations

- What career and postsecondary pipelines are available? What infrastructure supports the postsecondary aim?
- How frequently are Measurable Skill Gains and credential attainment data and supporting documentation (e.g., report cards, transcripts, diplomas) shared between VR and education?
- How are data used to improve programming and services provided by education and VR?
- How are Indicator 14 data shared with VR agencies to improve VR services?
- Is there a data-sharing agreement between VR and education at either the State or local level?

Resources for Implementation

- The American Speech-Language-Hearing Association created a [rubric for collaboratively writing and documenting progress toward IEP goals](#) across entities.
- NTACTION's [B13 Data Toolkit](#) provides guidance for States in cataloging, analyzing, and reporting their State Performance Plan (SPP) Indicator 13 data.
- Florida's Project 10: Transition Education Network created a guide for [Writing Compliant Transition Individual Educational Plans](#), including examples of narratives for each indicator that comply with IDEA regulation.
- Virginia's [I'm Determined Project](#) offers tools to support youth at all ages grow their self-determination skills and apply them in school, home, work, and community settings.

^b The amount to be reserved for Pre-ETS is calculated as the lesser of the maximum amount of Federal VR award funds matched by the State or the State's total Federal net award amount at the end of the period of performance.

^c The Social Security Administration has reported that it will begin reimbursing VR agencies for Pre-ETS. A public notice is expected.

Planning

Comprehensive Systems of Personnel Development (CSPD)

Relevant Statute and Regulation—Rehabilitation Act and VR Program Regulations. Section 101(a)(7) of the Rehabilitation Act and implementing regulations at 34 CFR §361.18 require that States, in the VR services portion of the Unified or Combined State Plan, describe the procedures and activities the State agency will undertake to establish and maintain a CSPD designed to ensure an adequate supply of qualified rehabilitation personnel, including professionals and paraprofessionals.

Implementation Considerations

- How are both agencies promoting and communicating about the skills needed among personnel serving students and youth with disabilities?
- What does the CSPD say about strategies for addressing shortages in staffing?

Resources for Implementation

- The [Transition Specialist Competencies](#) from the Division on Career Development and Transition at the Council for Exceptional Children is a guideline for transition specialists and secondary teachers at the State and local levels.
- The [Transition Coalition](#) offers a Self-Study and a Short Course to support local level interagency teams through a cohort model of learning.

Representation on Workforce Development Boards (WDBs)

Relevant Statute—WIOA. Section 101 states that State WDBs shall include the lead State officials with primary responsibility for core programs. VR is a WIOA core program.

Implementation Considerations

- Has a VR director been appointed to serve on the State Workforce Development Board (SWDB)?
- How does the VR agency represent the perspectives of individuals with disabilities on the SWDB and local WDBs?
- What priorities have State WDBs and local WDBs identified related to individuals with disabilities?

Resources for Implementation

- Workforce GPS offers a toolkit of [resources for Workforce Development Boards](#) that support States' workforce strategies, including their approaches to promoting success for individuals with disabilities in the workforce.
- WIOA's [State Plan Analysis](#) synthesizes strategies and practices from the field on (a) system integration, (b) innovative inclusive services, and (c) data system coordination and data-sharing initiatives.

Allocation of Funds for Out-of-School Youth

Relevant Regulation—WIOA. 20 CFR §681.410 requires that States and localities expend at least 75 percent of youth funds for services to out-of-school youth.

Implementation Considerations

- How is the VR agency coordinating with the WIOA Title I agency to identify and support service provision to out-of-school youth with disabilities?
- What strategies from the SEA can be adopted to support out-of-school youth with disabilities?

Resource for Implementation. The [Youth Connections Community](#) is an online learning destination for youth workforce practitioners, partners, and others to discuss and share promising practices, access technical assistance tools, and share knowledge and expertise about serving out-of-school youth.

State Practice Exemplar: Planning

Since 2020, Pennsylvania's Office of Vocational Rehabilitation (OVR) and Bureau of Special Education (BSE) have created a [memorandum of understanding \(MOU\) that publicizes a very active approach to collaboration](#) between their agencies to ensure the seamless transition of students with disabilities from school to work. The two agencies created a [bundle of MOU publications](#) that focus on various aspects of this MOU, including establishing a coordination process and inviting OVR to IEP meetings. It shares how OVR counselors should prioritize attending IEP meetings, when the OVR should be invited to IEP meetings, and what to do when an OVR is unable to attend.

As a product of this MOU, the two agencies executed the [Youth Ambassador \(YA\) Initiative](#) to strengthen agency partnership and enhance transition outcomes for students with disabilities. The program places a YA in each of the State's 29 Intermediate Units to work collaboratively with teachers, LEA transition coordinators, OVR, the Pennsylvania Training and Technical Assistance Network, and BSE staff to improve the transition of students with disabilities from school to postsecondary education or an employment outcome. YAs participate in local and statewide meetings, assist with program development, support the development of youth-engaging media, and help students with disabilities in their communities. YA activities are tied to specific and measurable Pre-ETS goals so that students develop real-world skills and competencies, such as time management, critical thinking, and teamwork. Participating providers complete a [written participation agreement](#) to support YAs and benefit from their voices and perspectives in planning and executing OVR transition services and activities.



Accountability

State Oversight

Relevant Statute—IDEA. Section 1416(a)(1)(C)(i) of IDEA requires the State to monitor implementation of Part B requirements by LEAs and requires that this monitoring focuses on improving educational results and functional outcomes for all students with disabilities (Section 1416(a)(2)(A)).

Relevant Regulations—Rehabilitation Act. Section 107 requires the Rehabilitation Services Administration to conduct annual reviews and periodic on-site monitoring of programs authorized under Title I of the Rehabilitation Act to determine whether a VR agency is complying substantially with the provisions of its WIOA Unified or Combined State Plan (State Plan).

Implementation Considerations

- How can the two agencies work together to ensure completion of the State Plan?
- How can the two agencies reach out to and collaborate with other public agencies to extend the impact of their work and coordination of services?
- How can the two agencies work together to prepare for a monitoring visit?
- How can local stakeholders be involved and made aware of the outcomes from monitoring visits and support continuous improvement?

Resources for Implementation

- The National Center for Systemic Improvement offers a [General Supervision Toolkit](#) that provides tools and resources to help strengthen State systems of general supervision and ensure alignment with IDEA requirements.
- The Vocational Rehabilitation Technical Assistance Center for Quality Management created a [Monitoring Checklist](#) for States to reference when preparing for a monitoring visit.
- The U.S. Department of Education’s (ED) [Monitoring and Technical Assistance Guide](#) details the purpose and steps associated with monitoring and review activities.
- NTACT:C’s [Transition Programs – Performance Accountability](#) crosswalk aligns indicators from WIOA, IDEA, and Perkins to display the responsibilities for promoting positive post-school outcomes for students with disabilities among the partners.

Local Oversight

Relevant Statute—IDEA. Section 1414(d)(6) of IDEA provides that if a participating agency other than the LEA fails to provide transition services as laid out in a student’s IEP, the LEA shall reconvene the IEP team to identify alternative strategies to meet the student’s identified transition objectives.

Implementation Considerations

- Are advocacy resources available so that students and parents have access to resources if they need additional support in IEP and Indicator 13 development?
- What processes are used to support the student in identifying their measurable postsecondary goals?
- Do students have access to mentors with and without disabilities to teach them about self-advocacy?
- Does goal reflection occur regularly to reinforce the direction or account for student experiences and insights that suggest an amendment to the goal?
- Are students and families provided information from and about transition services provided by VR and other possible services and supports for young adults with disabilities?

Resources for Implementation

- The PROGRESS Center’s [IEP Tip Sheet on Transition Services](#) presents step-by-step guidance on the essential elements of a transition plan, tips for success, and resources for more information.
- The IRIS Center’s [module on How Administrators Can Support the Development and Implementation of High-Quality IEPs](#) offers guidance for school administrators on how to support and facilitate the development and implementation of high-quality IEPs, including monitoring student progress.
- Pennsylvania created a flyer on [Preparing for an IEP Meeting](#) to communicate to teachers their obligations and requirements for the IEP process under IDEA.
- NTACT:C’s [Indicator 13 Checklist](#) gives guidance and frequently asked questions (FAQs) about State requirements for postsecondary transition.

State Practice Exemplar: Accountability

Utah established a [Statewide Collaborative on Improving Postsecondary Transition Outcomes for Students With Disabilities \(STC\)](#), with a focus on aligning systems to improve post-school outcomes. The State Systemic Improvement Plan noted that this focus was identified through a review of Utah Postschool Outcomes Survey data (Indicator 14) during the previous 5 years, during which a large number of individuals with disabilities reported being unengaged or underengaged in meaningful post-school activities 1 year after exiting school. The goal of the partnership is to achieve the State-identified Measurable Result: to reduce the percentage of students ages 19–22 who are exiting a post-high school program and report being unengaged or underengaged on the Indicator 14 survey by 20 percentage points in a 5-year period (from 45.65% in federal fiscal year [FFY] 2020 to 25.65% by FFY 2025).

The STC developed a theory of action and implementation activities based on three broad improvement strategies:

- Comprehensive supports for youth and families
- Smooth flow of services
- Coordination of services

The STC met monthly for 1 year to explore current infrastructure and outcomes data on postsecondary transition in Utah. Stakeholders took turns presenting the service and support activities they provide, along with data on the outcomes of those activities for transition-age youth. The STC then identified gaps and overlaps and developed a shared systems-change vision and common language, which includes a shared 5-year target.

The joint agencies also implemented an annual [Institute on Postsecondary Transition for Youth With Disabilities](#) for LEAs. This event helps LEAs develop and strengthen teams through facilitated support, connect with other LEA teams and relevant agencies, and learn about effective practices and capacity-building activities to strengthen postsecondary transition work.



Continuous Improvement

Secondary School Completion Outcomes

Relevant Statutes—IDEA. Section 1412(a)(5) of IDEA requires that all students with disabilities be educated in general classes to the “maximum extent appropriate,” as specified in the IEP. Section 616 of IDEA as part of the state performance plan and annual performance report, requires that States measure their percentage of youth with IEPs graduating from high school with a regular diploma and dropping out of high school, compared with the percentage of all youth in the State graduating with a regular diploma and dropping out of high school.

Implementation Considerations

- How are students and parents informed about graduation standards and requirements?
- How does the State ensure broader participation and accommodations in general education classes, including Career and Technical Programs?
- How does the curriculum support instruction in the least restrictive environment (LRE) through UDL and HCD?
- What training and technical assistance are available to district curriculum chairs and teachers to promote inclusion in general education programs of study, including Career and Technical Programs, that result in a high school diploma?
- To what degree are students with IEPs or 504 Plans counseled to complete a Career and Technical Education pathway?
- What credit recovery programming is in place for all students, including students with disabilities?

Resources for Implementation

- NTACTION’s [School Completion Toolkit](#) reviews the issues surrounding graduation and dropout for students with disabilities and aligns solutions, strategies, and interventions that can be implemented to increase school completion and graduation.
- The Office for Civil Rights at ED developed a [Guide for High School Educators on Transition of Students With Disabilities to Postsecondary Education](#). This guide features FAQs and practical suggestions to facilitate successful transitions to postsecondary education.
- NTACTION’s [Strategies to Improve Opportunities for Students Who Experience Disability](#) is intended for State leaders across special education, VR, and career and technical education and was informed by practices in Delaware, Indiana, and Ohio.



Continuous Improvement

Post-School Planning

Relevant Statutes—IDEA. 34 CFR §300.43 requires that a transition plan be developed for youth with disabilities. The plan must be both results oriented and based on each youth's needs, strengths, preferences, and interests. For youth with disabilities who are graduating or aging out of special education, 34 CFR § 300.305(e)(3) requires that LEAs develop a Summary of Performance (SOP) that describes the youth's academic achievement and functional performance and offers recommendations on how to assist the youth in meeting their postsecondary goals. As part of their [general supervision obligations](#), States should oversee LEAs in their performance of this and all IDEA-mandated activities.

Relevant Statute and Regulation—Rehabilitation Act and VR Program Regulations. Section 102(b) of the Rehabilitation Act and relevant regulations in 34 CFR §361.45 require that States develop an IPE that identifies employment goals, appropriate achievement objectives, and the appropriate combination of services for individuals to achieve those goals, including providing information on eligible providers of training services, as needed.

Implementation Considerations

- How are measures of accountability for outcomes infused into the IEP and IPE processes?
- Are there sufficient services and supports in the IPE to assist the student in achieving their IPE competitive integrated employment (CIE) goal?
- How do education and VR work together to align a student's IEP and IPE goals?
- How is the IEP and SOP used to inform the IPE and needed supports after high school exit?
- How is student voice and informed choice directing the development and implementation of the IPE?

Resources for Implementation

- The American Speech-Language-Hearing Association offers [5 Questions to Guide Post-High School Planning](#) for youth with disabilities and transition support personnel.
- An IRIS Center module, [Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](#), focuses on the transition process from high school to postsecondary settings, including specific focus on meaningfully engaging VR services in the transition process.
- North Carolina offers a [VR Individualized Plan for Employment handbook and tool](#) to guide the development of IPEs as part of the broader transition planning process.
- A [Model Template for the Summary of Performance \(SOP\)](#) was created as part of the 2005 National Transition Documentation Summit. Although most States have since developed their own SOP forms, revisiting this model may be helpful in the ongoing collaborative transition planning process.
- NTACTION's [Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners](#) offers guidance for States on providing transition services.

Continuous Improvement

Post-School Outcomes

Relevant Statute—IDEA. Section 1416(b)(1)(A) of IDEA requires that States measure the percentage of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and meet one of the following criteria:

- Enrolled in higher education within 1 year of leaving high school.
- Enrolled in higher education or competitively employed within 1 year of leaving high school.
- Enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment within 1 year of leaving high school.

Relevant Regulation—WIOA. 34 CFR §361.155(a)(1) requires that States measure

- the percentage of participants who are employed during the second quarter after exit from the program;
- the percentage of participants who are employed during the fourth quarter after exit from the program;
- the median earnings of participants who are employed during the second quarter after exit from the program;
- the percentage of participants who obtain a recognized postsecondary credential during the program or within 1 year of exit from the program;
- the percentage of participants who achieve measurable skill gains during a program year; and
- effectiveness in serving employers (retention with the same employer).

Implementation Considerations

- How can VR, State agencies, educational institutions, and workforce development programs collaborate to track and support transition activities?
- What mechanisms can be established to ensure effective sharing of data and resources among stakeholders to monitor post-school outcomes as required by law?
- How can these collaborations be used to adapt and refine services to further improve transition outcomes?
- Can technical assistance resources such as those from NTACTION, the IDEA Data Center, the VRTAC-QM, and the National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD Center) support States' efforts?

Resources for Implementation

- NTACTION's [State Toolkit for Examining Post-School Success](#) can support SEAs and VR agencies in disseminating and using data related to secondary transition (SPP Part B, Indicators 1, 2, 13, and 14) to improve in-school transition programs for youth with disabilities.
- Oklahoma's [Post-School Data Collection Questions to Address Indicator #14](#) provides a script for States to use in conducting telephone interviews to collect data on postsecondary outcomes for students previously in receipt of IDEA or VR services. This type of outreach can help increase response rates relative to this indicator.
- NTACTION offers [tools for collecting and analyzing Indicator 14 data](#) to assist States in developing practical, efficient, cost-effective, and sustainable strategies for collecting and using data to improve secondary, transition, and postsecondary outcomes for youth with disabilities.
- The National Disability Institute's LEAD Center created a [Roadmap to Inclusive Career Pathways](#) that connects individuals with disabilities to tools and resources relevant for five different stages of activities for achieving employment and economic self-sufficiency.
- The [Think College National Coordinating Center](#) offers coordination, technical assistance, training, and evaluation for transition and postsecondary education programs for students with Intellectual Disabilities (ID).
- Earn and Learn programs³² offer paid opportunities for youth to learn skills and gain work experience.

State Practice Exemplar: Continuous Improvement

New York committed \$11.1 million in Federal workforce development funding to establish the [New York Systems Change and Inclusive Opportunities Network \(NY SCION\)](#) to expand the capacity of State Career Centers and workforce programs to serve individuals with disabilities, including those with developmental and/or intellectual disabilities. Administered by the Special Populations Team of the New York State Department of Labor, this project has three main goals:

- Funding disability resource coordinators (DRCs) in more than 30 Local Workforce Development Areas to make existing service delivery strategies more inclusive of people with disabilities
- Providing training and assistance to Career Center staff and partners to support improvements in training and employment outcomes for adults (age 18 and older) with disabilities
- Promoting systems change

NY SCION DRCs have credentials in work incentive counseling and benefits advisement to better serve Social Security Administration (SSA) beneficiaries (i.e., those collecting cash benefits, Medicare, Medicaid) and to promote SSA's [Ticket to Work Program](#) and [Inclusive Career Pathways initiative](#). They also help promote the [Your Dream, Your Team](#) online career exploration tool to connect job seekers with disabilities in the State to career opportunities.

DRCs participate in an informal peer-to-peer group that gathers to discuss best practices, provide peer support, and plan upcoming events. For example, in 2022, the team of DRCs hosted a full-day training seminar in which Niagara University First Responder David Whalen provided a Disability Awareness Training to 43 representatives from surrounding workforce systems, including the New York State Capital Region, North County, and Hudson Valley. New York hopes to advance this initiative beyond its current pilot to achieve its mission of providing seamless and accessible services to all individuals, including people with disabilities.



Considerations for Cultural and Linguistic Competency

Infusing CLC principles into practice ensures that transition services are beneficial for all eligible youth and relevant to their diverse and unique needs.³³ This includes engaging both families and youth themselves³⁴ through formal planning (e.g., IEP meetings) and informal engagement.³⁵ Specific strategies and considerations for infusing CLC principles into transition practices are in the following resources.

- Virginia Commonwealth University’s Center on Transition Innovations has a topical brief on [Culturally Responsive Transition Planning](#), which seeks to answer the following question: “What do educators and other transition professionals need to do differently to meet the unique needs of this population and subsequently improve outcomes?”
- NTACTION’s [Culturally and Linguistically Diverse Youth and Secondary Transition Manual](#) explains how educators, researchers, and policymakers can consider social, political, economic, educational, and cultural contexts when assisting culturally and linguistically diverse youth with disabilities to transition to positive post-school outcomes.
- The PACER Center’s [Tip Sheet on Transition Planning for Linguistically and Culturally Diverse Youth With Disabilities](#) includes considerations for engaging youth and families in culturally responsive ways to promote student success.
- The Center for Parent Information and Resources offers a [library of cultural competency resources](#) for transition, including resources for ensuring cultural competency with specific demographic populations.



The Role of Centers for Independent Living

CILs are value-driven organizations staffed mostly or entirely by individuals with disabilities who engage in advocacy and other activities to support communities of youth with disabilities. These entities can provide integral and ongoing support to the transition service delivery system. Services CILs can provide job exploration, development, and placement, as well as skills coaching.³⁶ [Pathways to Partnerships](#) investment from ED supports collaborative partnerships among VR agencies, SEAs, LEAs, and CILs to implement systemic approaches to improve economic self-sufficiency and other post-school outcomes for children and youth with disabilities. The South Carolina Pathways Project is an example of a successful Pathways to Partnerships project.

The [South Carolina Pathways Project](#) (awarded in 2023) is a disability-led collaborative effort between the South Carolina Department of Education (SCDE), Able South Carolina (Able SC; the CIL), and the South Carolina Vocational Rehabilitation Department (SCVRD). Its goal is to improve economic self-sufficiency for students with disabilities by creating systemic approaches to enhance post-school outcomes. Through this partnership, five districts are piloting a model program to enhance transition planning and services for students with disabilities, create additional diploma opportunities, and connect students with innovative work-based learning opportunities, including paid apprenticeships.

Recognizing the strengths of each partner is critical to this collaboration:

- SCDE provides guidance to school districts. Its staff are education experts who are aware of education gaps.
- SCVRD VR counselors and staff are experts in VR services, vocational guidance and counseling, and job placement.
- Able SC staff are experts in disability rights, peer-to-peer services, self-advocacy, accessibility, and independent living.

The partnership has already [demonstrated success](#) by supporting participants to build life skills, connecting individuals with needed accommodations and internship experiences, and scaling the approach to additional partners through training.

Conclusion

SEAs and VR agencies can and should regularly revisit their ongoing efforts to coordinate their practice toward improving transition and post-school outcomes for students and youth with disabilities. The checklist in the appendix can serve as a helpful tool to guide these ongoing conversations. Agencies also can continue to rely on OSERS to provide ongoing best practices, resources, and exemplars from the field through its [Transition Services webpage](#) and its [Successful Transitions for All! blog series](#).

Special Thanks

The following entities provided valuable input to the contents of this guide:

- The [National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#) provides information, tools, and supports to assist multiple audiences in delivering effective services and instruction for secondary students and out-of-school youth with disabilities. Their work builds the capacity of SEAs and VR agencies so that all students and youth with disabilities experience increased enrollment in postsecondary education, graduation, credential attainment, CIE, and community engagement.
- The [National Association of State Directors of Special Education \(NASDSE\)](#) is a premier membership organization that supports State special education directors. Their mission is to improve individual and organizational success by providing relevant services that guide positive systemic change and results, thereby ensuring that students with disabilities will live, learn, work, and participate in their communities.

Appendix: Implementation Checklist

This self-assessment tool can support SEAs and VR agencies in defining, measuring, and refining their implementation of the activities discussed in this guide to further integrate their practices for supporting successful transitions for youth with disabilities. It is appropriate for use across members of both agencies on an ongoing basis and for flexible application and purposes. For instance, it can be a valuable exercise for new members of either agency or to conduct a pre-post review about focusing on implementing additional collaborative activities.

Planning

Access to Transition and VR Services

- Conduct a review and assessment of all transition practices and programs.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Provide models and guidance for LEAs to communicate about VR services to school personnel.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Conduct a regular review of how LEAs connect students and youth with disabilities to VR services.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Provide guidance for LEAs to establish ongoing communication between district and building administrators and VR transition counselors/VR leadership.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Collect and analyze data on ongoing communications between building administrators and VR transition counselors/VR leadership.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Provide guidance for LEAs in establishing and maintaining a process for ongoing communication between district and building leaders and parents and youth.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Engage relevant additional partners in interagency transition activities, as appropriate.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Implement and monitor activities related to comprehensive transition, as appropriate.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

Summary of Access to Transition and VR Services

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|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Pre-ETS Funds

- Develop a shared understanding of the availability of Pre-ETS services and funds through the State VR program.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Support the development and maintenance of referral systems that connect students to the VR program for Pre-ETS.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- As needed, establish partnerships in coordination with the VR agency to support Pre-ETS funds and activities.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Monitor and provide guidance on processes for VR to work with LEAs on providing Pre-ETS for students with disabilities.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Measure the impacts of the reach and impact of Coordination of Pre-ETS activities with the VR program.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented

Summary of Pre-ETS Funds

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|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Data and Tracking

- Establish and communicate career and postsecondary pipelines to students and their families.

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| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Ensure a data-sharing agreement is established between VR and education at either the State or local level.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Develop and maintain infrastructure to support postsecondary activities.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Identify and share with LEAs advocacy resources that support the full involvement of students and youth in IEP, IPE, and Indicator 13 development.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Conduct a regular review and analysis of Indicator 13 data through SPP.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

Summary of Data and Tracking

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|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Comprehensive Systems of Personnel Development (CSPD)

- Develop a shared understanding about the skills needed among personnel serving students and youth with disabilities.

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|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Ensure that understanding of needed skills for transition staff are explicitly defined in CSPD and communicated to LEAs.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Specify strategies for addressing shortages in staffing in CSPD.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

Summary of CSPD

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|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Representation on Workforce Development Boards (WDBs)

- VR and education representatives serve on local WDBs.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Ensure the representation of perspectives of individuals with disabilities on WDBs.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Identify and communicate priorities for this representation and its impact for individuals with disabilities.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

Summary of Representation on Workforce Development Boards (WDBs)

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|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Allocation of Funds for Out-of-School Youth

- Coordinate with the WIOA Title I agency to support service provision to out-of-school youth with disabilities.

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|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Share and implement strategies to support out-of-school youth with disabilities.

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|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

Summary of Allocation of Funds for Out-of-School Youth

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|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Planning

| | |
|------------------------------|--|
| Summary of priorities | |
| Action steps | |
| Proposed timeline | |

Accountability

State Oversight

- Work in partnership to complete relevant sections of the State plan (e.g., coordination with education officials).
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Work in partnership, both across the SEA and VR agency as well as with other agencies, to conduct outreach to identify and serve other demonstrated needs.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Create and follow a checklist to prepare for monitoring visits, when relevant.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Communicate with local stakeholders about input to and understanding of outcomes from monitoring visits.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Develop follow-up strategies from monitoring visits to promote support continuous improvement.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented

Summary of State Oversight

| |
|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Local Oversight

- Provide advocacy resources on IEP and Indicator 13 development to LEAs.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Conduct regular and ongoing monitoring of LEAs.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Provide a checklist to LEAs when preparing for monitoring visits.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Provide models to LEAs for developing IEP goals that are ambitious and measurable.

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|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Promote offering of mentors to youth to promote self-advocacy.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Provide guidance for LEAs to conduct regular goal reflection and, as appropriate, modification.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Promote communication to students and families about transition services, including Pre-ETS, provided by VR and other agencies.

| | | | |
|-----------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

Summary of Local Oversight

| |
|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

| Accountability | |
|------------------------------|--|
| Summary of priorities | |
| Action steps | |
| Proposed timeline | |

Continuous Improvement

Secondary School Completion Outcomes

- Develop communications for LEAs to share with youth and parents on graduation requirements and other important components to promote successful school completion.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

- Provide guidance for LEAs in developing and implementing curricula that support instruction in the LRE, including UDL and HCD principles.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

- Provide training and technical assistance to LEAs, as needed, to promote positive school completion outcomes.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

- Provide guidance for LEAs to promote information sharing about career and technical education pathways.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

- Support LEAs in establishing and promoting credit recovery programming.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

Summary of Secondary School Completion Outcomes

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|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Post-School Planning

- Communicate expectations for infusing outcomes into IEPs and IPEs.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Conduct oversight and monitoring to ensure that outcomes are infused into the IEP and IPE processes.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Support LEAs in offering supports for youth to meet their IPE CIE goals.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Work in partnership across the SEA and the VR agency to align the student IEP and IPE goals.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Provide guidance for LEAs on using SOPs to inform the IPE and needed supports after high school exit.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented
- Ensure guidance is inclusive of considerations for including student voice in the IPE.
SEA Not Implemented Partially Implemented Fully Implemented
VR Agency Not Implemented Partially Implemented Fully Implemented

Summary of Post-School Planning

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|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

Post-School Outcomes

- Set up regular, ongoing communications across two agencies and, as applicable, other agencies, educational institutions, and workforce development programs related to transition processes.

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|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Create a plan to streamline processes across entities and include measures of accountability for each.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Establish a data-sharing process and tool that makes entering and sharing outcomes data across agencies efficient and streamlined.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Regularly review collaboration to ensure that it is contributing to refined and improved service delivery.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
- Collaborate with Federally funded centers to promote additional research-based practice to improve outcomes for youth with disabilities in transition.

| | | | |
|------------------|--|--|--|
| SEA | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |
| VR Agency | <input type="checkbox"/> Not Implemented | <input type="checkbox"/> Partially Implemented | <input type="checkbox"/> Fully Implemented |

Summary of Post-School Outcomes

| |
|----------------------|
| Comments: |
| Areas of strength: |
| High-priority areas: |

| Continuous Improvement | |
|-------------------------------|--|
| Summary of priorities | |
| Action steps | |
| Proposed timeline | |

Endnotes

- ¹ Office of Special Education and Rehabilitative Services. (2020). *A transition guide to postsecondary education and employment for students and youth with disabilities*. U.S. Department of Education. <https://sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf>
- ² Bruckner, S., & Nunn, N. (2023). *Universal design for learning: Meeting the needs of diverse learners*. Education Development Center. <https://www.edc.org/blog/universal-design-learning-meeting-needs-diverse-learners>
- ³ de Lugt, J. (2020). Effective practices for helping students transition to post-secondary education. In *Oxford Research Encyclopedias*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1212>
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- ⁵ Mazzotti, V. L., Rowe, D., Kwiatek, S., Voggt, A., Chang, W., Fowler, C. H., Poppen, M., Sinclair, J., & Test, D. W. (2021). Secondary transition predictors of postschool success: An update to the research base. *Career Development and Transition for Exceptional Individuals*, 44(1), 47–64. <https://doi.org/10.1177/2165143420959793>
- ⁶ Fabian, E., Dong, S., Simonsen, M., Luecking, D., & Deschamps, A. (2016). Service system collaboration in transition: An empirical exploration of its effects on rehabilitation outcomes for students with disabilities. *Journal of Rehabilitation*, 82(3), 3–10. <https://diginole.lib.fsu.edu/islandora/object/fsu:829995/datastream/PDF/view>
- ⁷ Rowe, D. A., McNaught, J., Yoho, L., Davis, M. T., & Mazzotti, M. (2018). Helping students make informed decisions about transition via web-based resources. *Special Education Faculty Publications*, 2. https://digitalcommons.tamusa.edu/sped_faculty/2
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- ⁹ Mazzotti, V. L., Morningstar, M. E., Lombardi, A., Kwiatek, S., Taconet, A., Buddeke, K., Monahan, J., & Harris, R. (2024). Policy and practice considerations to support college and career readiness for youth with disabilities: A systematic mixed studies review. *Journal of Disability Policy Studies*, 34(4), 278–289. <https://doi.org/10.1177/10442073221130528>
- ¹⁰ The IRIS Center. (2016). *Secondary transition: Interagency collaboration*. <https://iris.peabody.vanderbilt.edu/module/tran-ic/>
- ¹¹ Office of Special Education and Rehabilitative Services. (2020). *A transition guide to postsecondary education and employment for students and youth with disabilities*. U.S. Department of Education. <https://sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf>
- ¹² Flowers, C., Test, D. W., Povenmire-Kirk, T. C., Diegelmann, K. M., Bunch-Crump, K. R., Kemp-Inman, A., & Goodnight, C. I. (2018). A demonstration model of interagency collaboration for students with disabilities: A multilevel approach. *The Journal of Special Education*, 51(4), 211–221. <https://files.eric.ed.gov/fulltext/EJ1166249.pdf>
- ¹³ Office of Special Education and Rehabilitative Services. (2020). *A transition guide to postsecondary education and employment for students and youth with disabilities*. U.S. Department of Education. <https://sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf>
- ¹⁴ PACER Center. (n.d.). *Middle and high school transition planning*. <https://www.pacer.org/transition/learning-center/planning/>
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