

EVALUATING THE PROVISION OF TRANSITION SERVICES

As required by IDEA and identified as an allowable use of funds under the ARRA, comprehensive transition programming is essential to prepare young adults with disabilities to ease their movement from high school to employment, post-secondary education and inclusive and satisfying participation in community life.

Does your district have a comprehension plan for implementing transition services that begins in Grade 9 and continues through age of exit from special education?

Does your transition program address the following components in a sequential, outcomes-based manner?

- Transition Planning **guides** the development of a student's IEP and includes clearly defined post school outcomes
- Vocational Assessment and Evaluation to determine student needs and preferences
- A **continuum** of career opportunities, including awareness, exploration, job training experiences
- Curricula that addresses key skills required to work, attend post-secondary education, live and recreate with independence
- Assistive Technology that will support students post-high school plans
- Interagency Collaboration
- Transportation
- Parent Involvement
- Student Involvement
- Follow-up Studies

If the answer is no, CREC TABS can assist you in:

Facilitating the process of evaluating your transition program by:

- Identifying key members of a local transition committee
- Conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
- Conducting a comprehensive Transition Needs Assessment
- Prioritizing transition components in need of program development
- Developing a Vision and Mission Statement
- Developing a comprehensive Strategic Plan to implement identified transition program components
- On-going support and technical assistance to monitor the progress of your plan.

FOR MORE INFORMATION

For additional information or to arrange for a CREC consultant to come to your school or district, please contact Peg MacDonald at 860-524-4037 or mmacdonald@crec.org