



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Transition in the Individualized Education Program (IEP) Series

## Part 3: Interagency Collaboration, Student Engagement, and Coordinated Set of Activities

Produced by the Technical Assistance Partnership for Transition at Cornell University.

*Last updated on December 6, 2022*



# Disclaimer

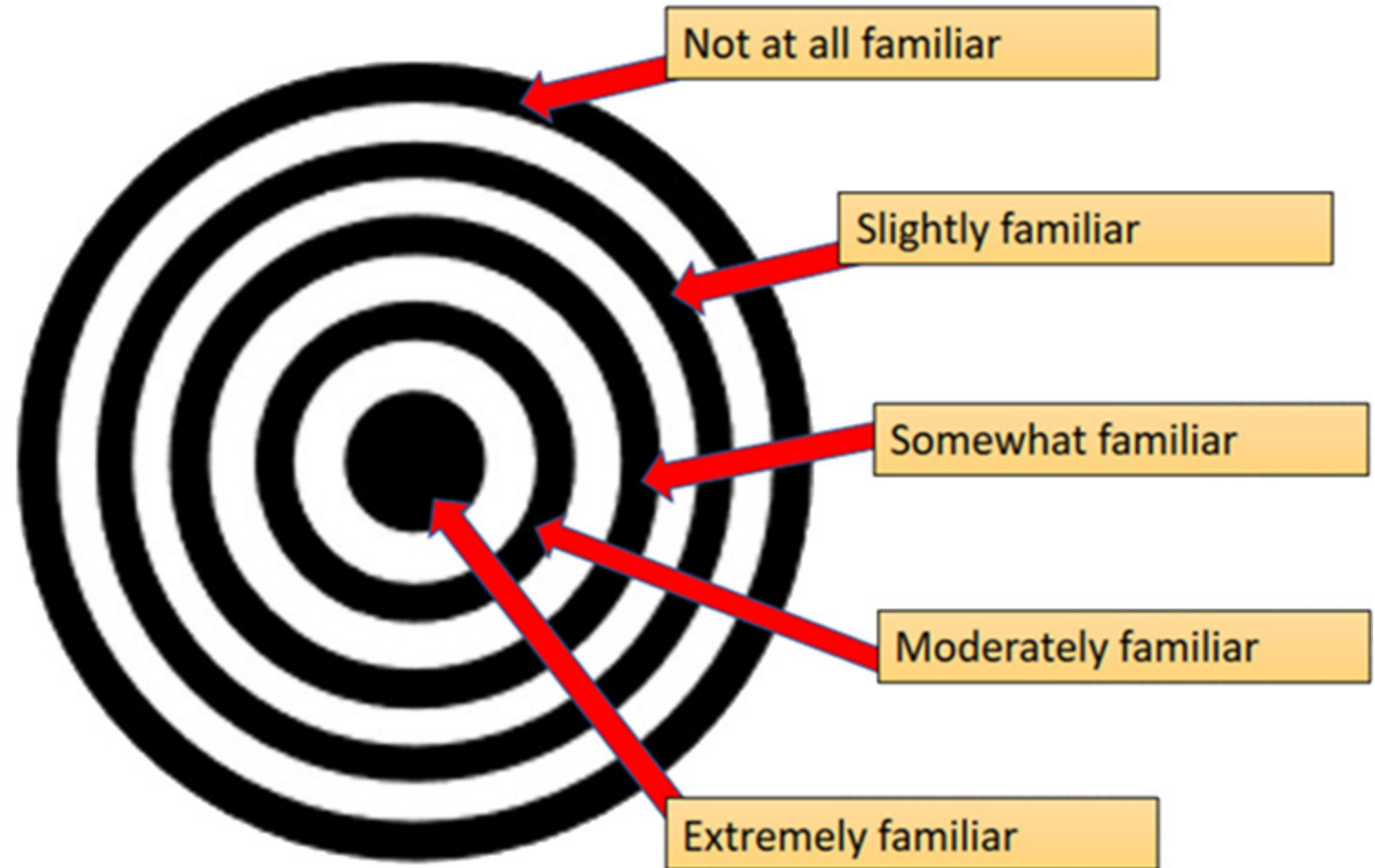
The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# As You Enter



Place a sticker on the bullseye ring that represents your level of familiarity with:

- Coordinated Set of Activities
- Process for Inviting Students
- Interagency Collaboration





# Meet and Greet



- Name
- School/district/agency
- Position and services provided

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles

# What will Be Covered in the Series?

- **Part 1.1**—Transition in the Individualized Education Program (IEP) overview
- **Part 1.2**—Age-appropriate transition assessments
- **Part 2**—Measurable Postsecondary Goals and Annual Goals
- **Part 3**—Interagency Collaboration, Student Engagement, and Coordinated Set of Activities
- **Part 4**—Linking the State Performance Plan (SPP) Indicators and Transition



# Agenda

- Coordinated Set of Activities
  - Alignment to Measurable Postsecondary Goals and transition needs
  - Person/agency responsible
- Student Invitation
  - Process and practice
  - Student, parent, and family participation
- Interagency Collaboration
  - Partnerships with adult service providers
  - Access to adult services after graduation/aging out

# Training Materials



- Transition IEP Mapping Template (optional)
- Color-coded Transition IEP Mapping Template (optional)
- Coordinated Set of Activities Chart
- Transition Age Case Study—Allison (adapted from National Technical Assistance Center on Transition, [NTACT] Indicator 13 One-hour presenter guide)
- Transition Age Case Study—Allison: IEP Mapping Template Example
- Taxonomy for Transition Programming 2.0
- 3-2-1 Activity
- April 2017 SED Memorandum: Transition Planning and Services for Students with Disabilities
- Your copy of an active student's IEP

# Part 3: Learning Objectives

## Participants will:

- Identify key components of high-quality transition IEPs and understand the transition planning process.
- Identify key concepts in the Coordinated Set of Activities.
- Ensure student participation in the development of a transition IEP and parent involvement in the transition planning process.
- Describe the role of agencies and promote interagency collaboration.
- Be able to directly apply and implement these practices to ensure student success with postsecondary goals.

# Transition IEP Mapping Template



## Transition Planning IEP Mapping Template

Date \_\_\_\_\_ Student Name \_\_\_\_\_

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<u>Transition Assessments:</u>	<u>Strengths:</u>          <u>Preferences:</u>	<u>Transition Needs:</u>          <u>Accommodations and Supports:</u>	<u>Education/Training:</u>          <u>Employment:</u>		<u>Instruction:</u>          <u>Related Services:</u>          <u>Community Experiences:</u>          <u>Employment and Other Post School Living Objectives:</u>

# Coordinated Set of Transition Activities



Needed activities to facilitate the student's movement from school to post-school activities.

<b>Coordinated Set of Transition Activities</b>	<b>Service/Activity</b>	<b>School District/Agency Responsible</b>
Instruction		
Related Services		
Community Experience		
Development of Employment and other Adult Living Objectives		
Activities of Daily Living		
Functional Vocational Assessment		

# Coordinated Set of Transition Activities (continued)

- Needed activities to facilitate movement from school to post-school activities.
- Describes what the district will do to help the student reach their Measurable Postsecondary Goals.

## Activities in the following areas:

- Instruction
- Related services
- Community experiences
- Development of employment and other post-school adult living objectives
- When appropriate:
  - Acquisition of daily living skills
  - Functional vocational evaluation

# Coordinated Set of Activities

- The Coordinated Set of Activities are aligned with:
  - Present levels of performance
  - Transition needs
  - Courses of study
  - Annual goals
- Activities are clearly stated in areas as needed.
- The district or agency responsible for each activity must be noted.
- Identify the role/title of the person responsible for coordinating the activity.

# Coordinated Set of Activities—a Few More Things...

- Activities align with measurable postsecondary goals.
- Related services are reflected in programs/services.
- All areas within the Coordinated Set of Activities must be considered with at least one activity as needed.
- Use a null statement if there are no activities listed in a specific section:
  - “Considered, but not needed.”
  - “No needs at this time.”



# Coordinated Set of Activities: Examples of Transition Services

Service	Description/Examples
<b>Instruction</b>	Could include the courses of study (e.g., Regents classes in English, Biology, and a Second Language). Or indicated as skill areas (e.g., instruction in problem solving skills, how to use public transportation).
<b>Related services</b>	Rehabilitation counseling services; school social work; orientation and mobility services.
<b>Community experiences</b>	After school jobs, use of public library, community recreational activities.
<b>Employment and other post-school adult living objectives</b>	Participation in a work experience program; assistance with completing college or employment applications; practice in interviewing skills; travel training.
<b>Daily living skills</b>	Dressing, hygiene, self-care skills, self-medication.
<b>Functional vocational evaluation</b>	Determine a student's strengths, abilities, and needs in an actual or simulated work setting or in real work sample experiences.

# Coordinated Set of Activities: Questions to Consider

- Are there transition services in the IEP that enable the student to meet their measurable postsecondary goals?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their measurable postsecondary goals?
- Do we know enough about this student's vocational skills to identify an appropriate postsecondary employment goal or design activities to support the identified goal?

# Examples: Transition Services and Activities to Address Measurable Postsecondary Goals



- **Education/Training:**

- Explore college programs related to childcare and development (school counselor/school district)
- Complete college applications (school counselor/school district)

- **Employment:**

- Job shadow experience with children (work program coordinator/school district)

- Explore part-time employment in a position related to working with children (work program coordinator/school district)

- **Independent Living:**

- Use strategies to improve time management and organizational skills. (special education teacher/school district)

# Meeting Transition Needs in Coordinated Set of Transition Activities

- Instruction
- Related Services
- Community Experience
- Development of Employment and other adult living objectives
- Activities of Daily Living
- Functional Vocational Assessment

## Allison needs to:

- Improve time management and organizational skills (education/training, employment, independent living)
- Complete test and get her driver's permit to attend driver's education (independent living/employment)
- Improve reading skills to read and understand text and manuals (education/training, employment, independent living)
- Utilize Assistive Technology to support reading and writing (education/training, employment, independent living)
- Research colleges with childcare/ development programs (education/training)

# Allison: Transition Planning IEP Mapping Template



Handout

Transition Planning IEP Mapping Template

Date \_\_\_\_\_

Student Name Allison

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<p><u>Transition Assessments:</u>  <b>Career Planning Survey:</b>            Responsibilities at home include caring for younger siblings and doing light household chores. She is planning to go to a four-year university.  <b>Career Employment Education Checklist:</b>            Allison indicated a preference for educational</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> <li>• Oral expression skills</li> <li>• Interpersonal skills</li> <li>• Productive team member</li> <li>• Maintained a B average</li> <li>• Participates in all general education courses</li> <li>• Met all IEP annual goals</li> <li>• Gained an understanding about her disability</li> <li>• Reports to each of</li> </ul>	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> <li>• Specific learning disability—reading comprehension and written expression</li> <li>• Organizational skills</li> <li>• Time management</li> <li>• Use planner to meet assignment and project deadlines</li> <li>• Meet with Disability Services at the universities to determine the accommodations and supports available</li> </ul>	<p><u>Education/Training:</u>            After graduation from high school, Allison will attend a four-year college and take courses in Child Development.             The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross.   <u>Employment:</u></p>	<p>Given a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80 percent accuracy across content areas.             Given explicit instruction on organization strategies, Allison will use her assignment notebook to record</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> <li>• Develop weekly schedule to prioritize and complete projects and assignments by due dates (Education/Training)</li> </ul> <p><u>Related Services:</u></p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul> <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> <li>• Attend college fair at local college to explore programs</li> </ul>

# IEP Mapping Template—Measurable Postsecondary Goals



Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<u>Transition Needs:</u>	<u>Education/Training:</u>		<u>Instruction:</u>  <u>Related Services:</u>
<u>Accommodations and Supports:</u>	<u>Employment:</u>		<u>Community Experiences:</u>  <u>Employment and Other Post School Living Objectives:</u>
<u>Course of Study:</u>	<u>Independent Living:</u>		<u>Acquisition of Daily Living Skills:</u>

## Coordinated Set of Activities

- Review your student's IEP
- Fill out the Coordinated Set of Activities
- Does your IEP identify the person, district/agency responsible?
- Be prepared to share an example

# Questions?



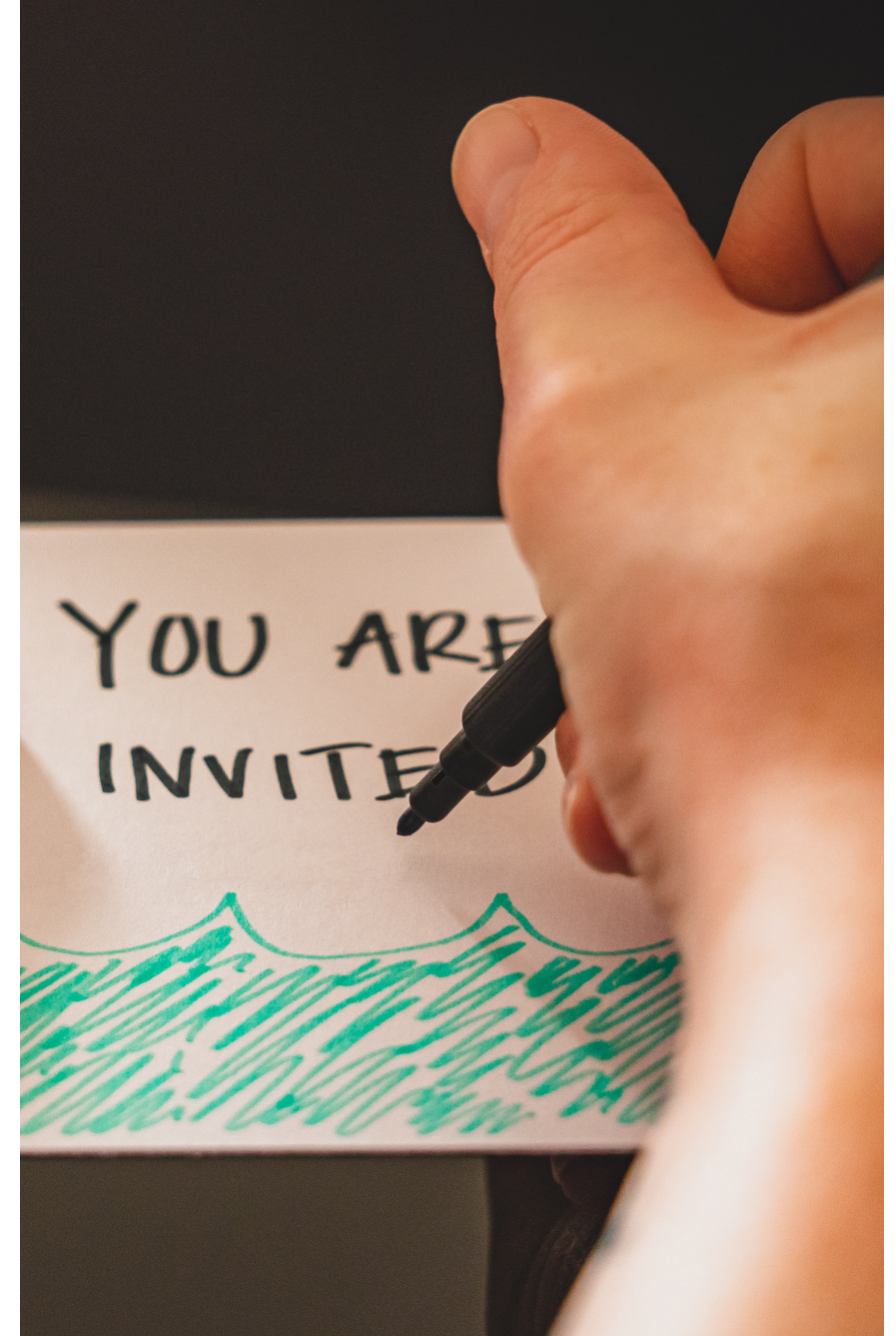
# Invitation to Student





# Invitation to Student (continued)

- If the purpose of a CSE meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district invites the student.
- If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.

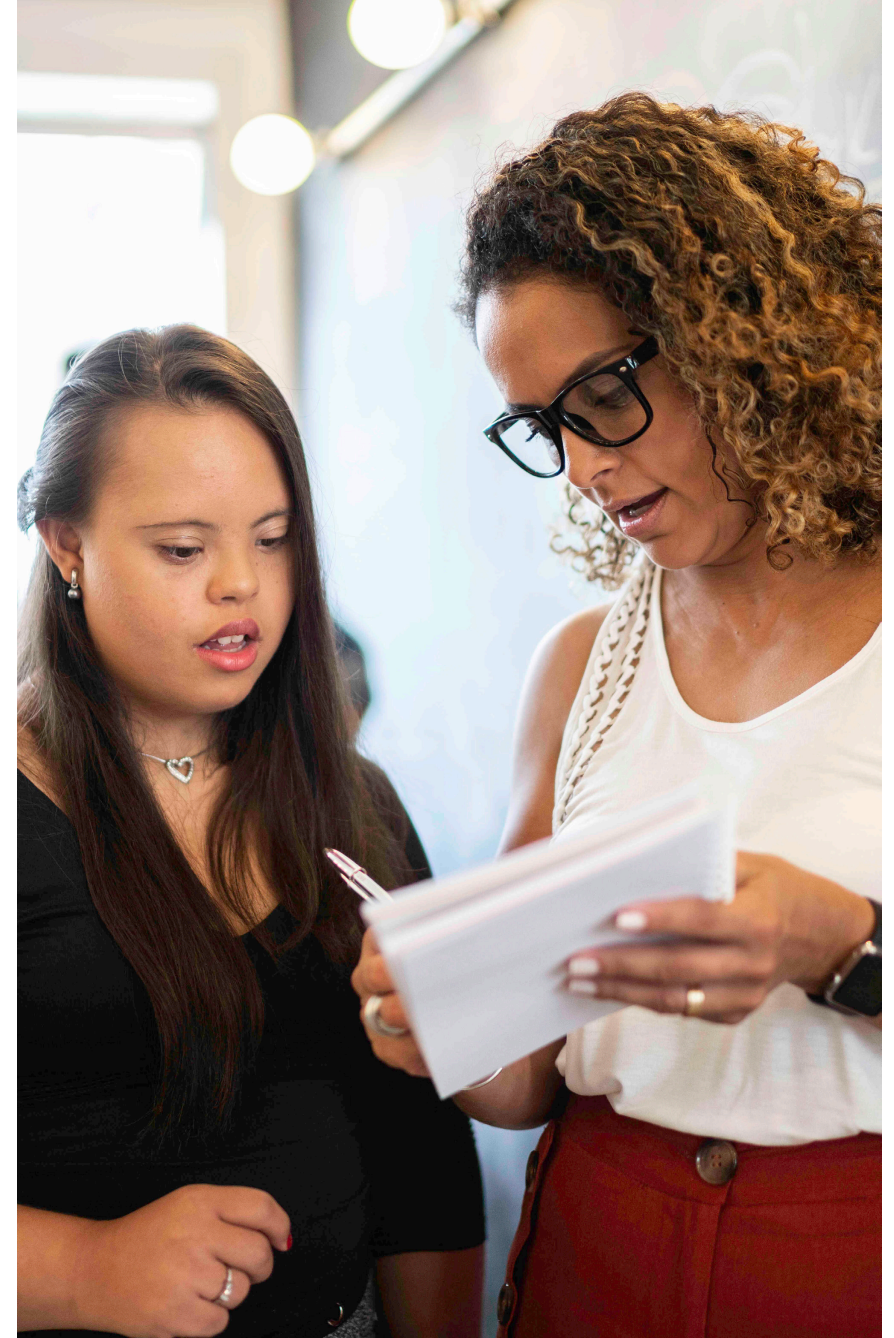


# Examples of Student Invitation

A copy of the **student invitation** signed by the district and dated prior to the CSE meeting

or

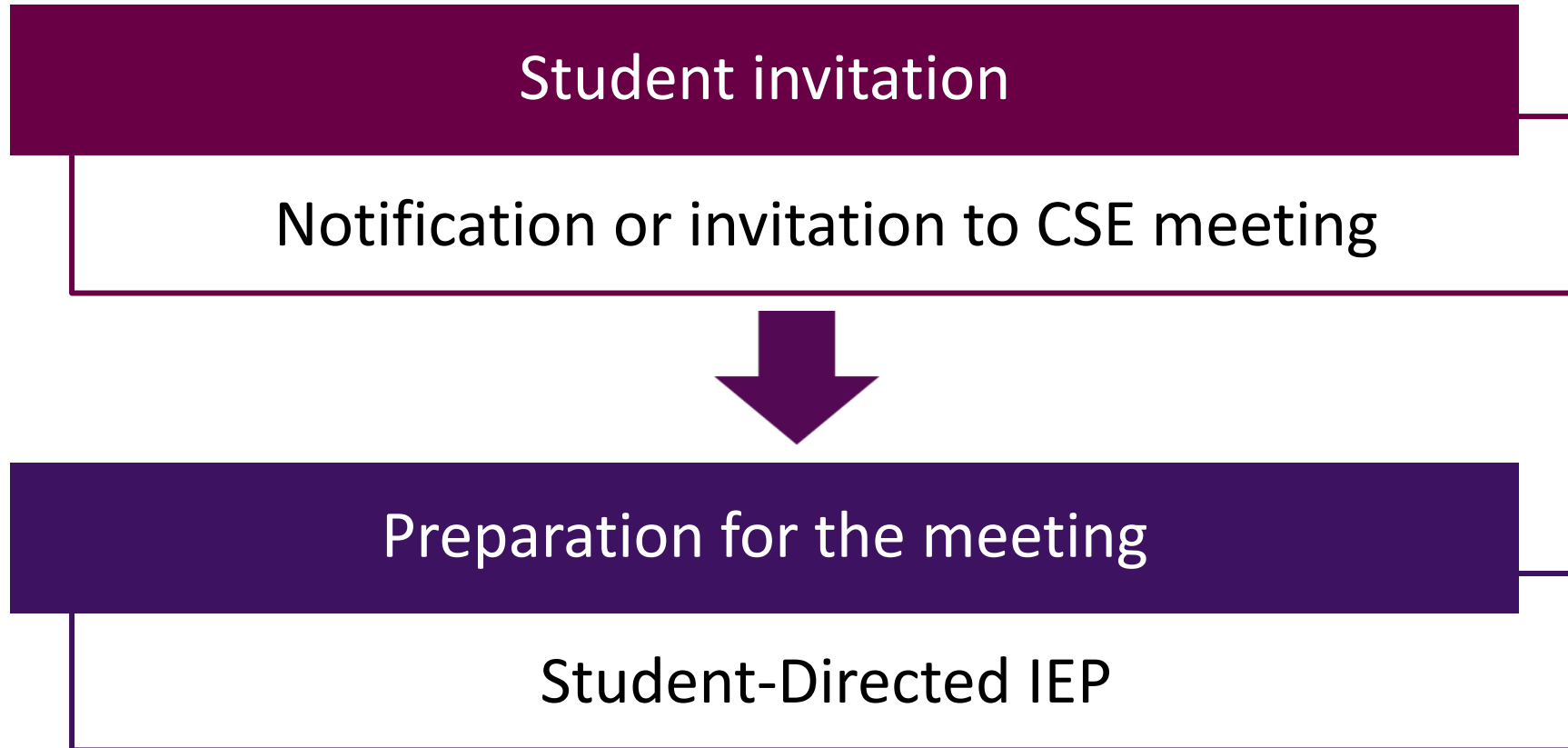
**Written documentation** of a verbal invite to the student



# Allison's Example and Non-Example Invitation to Student

- **Example:**
  - Copy of meeting notice dated prior to meeting date that includes Allison as an invitee
- **Non-example:**
  - Allison's hallway pass to attend the CSE meeting

# Invitation vs. Participation

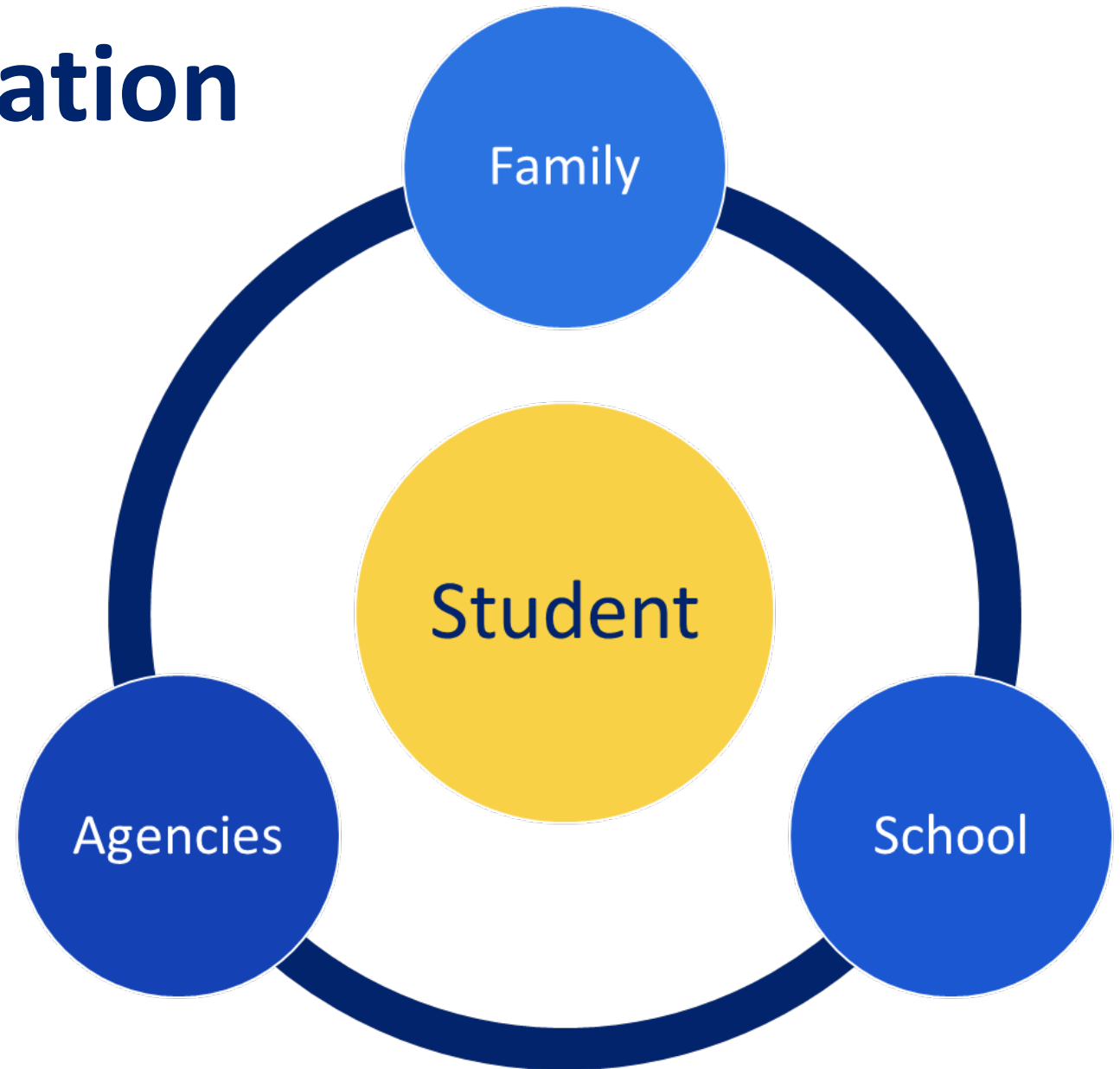


# Reflection Activity #1

- Turn to an elbow partner.
- Discuss your current practice and procedures to ensure student invitation and participation at the CSE meeting.
- Be prepared to share out.



# Agency Collaboration and Family Engagement





# Agency Invitation

- To the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- If an agency invited to send a representative to a meeting does not do so, the district should take steps to involve the other agency in the planning of any transition services.



# Examples of Agency Invitation

Is a participating agency listed as a **person responsible** to provide and/or pay for a transition service listed on the IEP?

Documentation of:

- Agencies identified that would provide or pay for postsecondary services
- Parental or student **consent** to invite agency
- **Agency invitation** to attend the CSE meeting where transition is being discussed.



# Interagency Collaboration (1 of 4)



## Collaborative Framework

- Interagency coordinating body that includes students, parents, educators, service providers, community agencies, postsecondary institutions, employers, and other relevant stakeholders
- Lead agency identified
- Designated transition contact person for each agency
- Formal interagency agreement(s)
- Roles and responsibilities clearly articulated
- Shared understanding of educational and agency policy and procedures

# Interagency Collaboration (2 of 4)



## Collaborative Framework

- System barriers to collaboration are minimized
- Established methods of communication among all service providers
- Data shared among agencies via established procedures (with appropriate release of information and confidentiality)
- Cross-agency professional development provided
- Interdisciplinary and interagency policy and procedures are evaluated annually
- School staff, vocational rehabilitation counselors, and community service providers engage in planning meetings with students and families

# Interagency Collaboration (3 of 4)



## Collaborative Framework

- Coordinated requests for information (e.g., to parents, employers, agencies, etc.)
- Coordinated collection and use of assessment data for: Educational Development Plan (EDP), IEP, and Individualized Plan for Employment (IPE)
- Collaborative funding and staffing of transition services (e.g., braided funding, blended staff, etc.)
- Collaborative consultation between special, general, career technical, and vocational educators

# Interagency Collaboration (4 of 4)



## Collaborative Framework

- Collaborative program planning and development, including employer involvement
- Collaborative delivery of transition-related services by school, Vocational Rehabilitation (VR), and other relevant stakeholders
- Student and family linked with appropriate provider to assist with financial planning, health care system navigating, adult disability or mental health services and transportation

# Transition Teaming: 26 Strategies for Interagency Collaboration

This book by Pattie Noonan provides strategies and activities that support relationship building and collaborative partnerships with agencies.

## Transition Teaming: 26 Strategies for Interagency Collaboration



# Allison's Example of Agency Collaboration

- **Example:**

- A consent form signed by Allison, who is 18, indicating that the local education agency may contact/invite the agency that is providing job coaching services at her work-based learning site.
- An invitation (meeting notice) in the file, mailed to an individual providing job coaching at the agency indicated on the IEP.

- **Non-example:**

- Allison's journal reflecting work-based learning experience.

# Reflection Activity #2

At your table, discuss current practice and procedures for:

- Requesting parent/student consent to invite agencies to the student's CSE meeting
- Supporting collaboration with adult agencies to participate in the development of an IEP to support a student's measurable postsecondary goals

**Be prepared to share out!**



# 3-2-1 Activity



## Identify:

3

Three things I learned today

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2

Two resources I am going to explore

- \_\_\_\_\_
- \_\_\_\_\_

1

One strategy or practice I am going to start using

- \_\_\_\_\_



# Questions? (2)



# Resources

- [Coordinated Set of Transition Activities](#)
- [Guide to Quality IEP Development and Implementation](#)
- [Directions to Model IEP](#)
- [New York State \(NYS\) Career Development and Occupational Studies \(CDOS\) Commencement Credential, Questions and Answers September 2018](#)
- [NYSED ACCESS-VR](#)
- NTACT Allison Case Study: Available in Resources folder
- Taxonomy for Transition Programming 2.0: Available as handout #28 in Part 3 and the Resources folder
- [Transition Teaming: 26 Strategies for Interagency Collaboration](#)

# References

Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University.

# Contact Us

## TAP for Transition

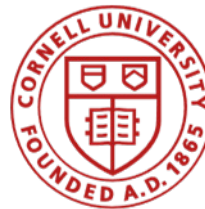
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