WHAT STATE AGENCY SECONDARY SPECIAL EDUCATION ADMINISTRATORS NEED TO KNOW

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What State Agency Secondary Special Education Administrators Need To Know

**Competency** | **Resource(s)**
---|---
**Within the First Month**
1. Implement transition law and regulations  
   - IDEA 2004 (i.e., transition)  
   - Compliance for IEPs at age 16 (Indicator-13)  

   1a. Information on what IDEA says about transition can be located at: IDEA [34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)] §300.320(b), [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]
   
   http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C14%2C

   1b. Information on Indicator-13 can be located on the National Secondary Transition and Technical Assistance Center (NSTTAC) website: [http://www.nsttac.org/content/what-indicator-13](http://www.nsttac.org/content/what-indicator-13)

   1c. Wrightslaw is an organization offering parents, educators, advocates, and attorneys accurate and reliable information about special education law, education law, and advocacy for children with disabilities. Information on transition can be found at: [http://www.wrightslaw.com/info/trans.index.htm](http://www.wrightslaw.com/info/trans.index.htm)


   1e. Resources (e.g., books, links, newsletters, presentations, publications, and reports) on special education policy can be located on the Beach Center’s website at: [http://www.beachcenter.org/disability_policy/idea.aspx](http://www.beachcenter.org/disability_policy/idea.aspx)

   1f. Information on some of the most influential disability and education laws can be located on National Dissemination Center for Children with Disabilities’ website at: [http://nichcy.org/laws](http://nichcy.org/laws)

   1g. A training module on transition planning and compliance (i.e., Best Practices) can be found at: [http://www.transitioncoalition.org/transition/module_home.php](http://www.transitioncoalition.org/transition/module_home.php)
2. Promote use of assessment data for individual planning and instruction
   - Formal and Informal Assessments
   - IEPs

2a. Information on effectively developing and implementing Individual Education Plans can be found in the IDEA Partnership Dialogue Guides: http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamics%2CTopicalArea%2C14%2C


2d. Information on transition assessments can be found in: Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2008). Transition planning for secondary students with disabilities. Columbus, OH: Merrill Education. (Ch. 5, Transition Assessment (pp. 103-133).

2e. Information on transition assessments can be found at: http://www.transitioncoalition.org/transition/assessment_review/all.php

2f. A training modules on transition assessment can be found at: http://www.transitioncoalition.org/transition/module_home.php

3. Submit accurate data to State and Federal government agencies Annual Report

3a. Information on state reporting requirements can be located in IDEA Sec. 300.640 through 300.645: http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CF%2C300%252E603%2Cb%2C1%2C

3b. NSTTAC provides a transition assessment guide online at: http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit

4. Demonstrate knowledge of program

4a. The majority of states have adopted the Common Core State Standards developed by the National
options for secondary students
 Familiar with high school curriculum
 Familiar with graduation requirements and pathways
 Knowledgeable of options in different districts

Governors Association and the Council of Chief State School Officers in June, 2010. The English Language Arts standards can be viewed at: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf and the Math standards at: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf. In states that have adopted the standards these would also be relevant information to curriculum in high schools.

4b. Individual state curricula and graduate requirements are available at each state’s department of education or department of public instruction website. Further, a contact person (office) for secondary curriculum and a contact person (office) for secondary special education would also be available at the State Education Agency. The specific information for the contact person for secondary special education in each state is available at www.nsttac.org at the National Map resource in the States’ Corner of the website. These online and human resources in each state should be able to provide specific information on state diploma options and curricular pathways, important for instructional planning for students with disabilities.

4c. Similarly, specific district requirements and options for graduation would be posted at the school district’s website regarding secondary education and possibly related to Special Education, Exceptional Children, Special Services, or another related term. The district’s curriculum office would have the most current information regarding graduation requirements and diploma options important for instructional planning and identifying courses of study for students with disabilities.

Within 3-6 Months

1. Promote implementing EBP in secondary transition by providing PD for staff
    Knowledge of what EBP is
    Provide examples of what they are and how they can be used

1a. Information on what Evidence-Based Practices (EBP) are and how they can be used can be found at: National Secondary Transition and Technical Center (2010). Evidence-Based Practices and Predictors in Secondary Transition: What We Know and What We Still Need to Know, Charlotte, NC, NSTTAC. http://www.nsttac.org/content/executive-summary-ebps-and-predictors

1b. Literature on evidence-based practices may be accessed on the Division on Career Development and Transition website at: http://www.dcdt.org/publications/

2. Demonstrate knowledge of postsecondary services and supports
    Knowledge of adult service

agencies in your community
  ▪ Knowledgeable of vocational rehabilitation agencies in your community
  ▪ Knowledgeable of community colleges and programs offered

2b. TransCen, Inc. is a non-profit career and workforce development organization dedicated to improving educational and employment outcomes for people with disabilities. Information on services provided by TransCen can be found at: http://www.transcen.org/index.php?option=com_content&view=article&id=165&Itemid=98. Information on publications may be located at: http://www.transcen.org/index.php?option=com_content&view=category&layout=blog&id=48&Itemid=50

2c. Think College is a project of the Institute for Community Inclusion at the University of Massachusetts that provides college options for persons with intellectual disabilities (ID). They focus on (a) research, (b) training and technical assistance, and (c) dissemination. Information about college options for persons with ID can be located at: http://www.thinkcollege.net/for-professionals/for-professionals

3. Develop programs with community support centered around transition practices in employment, education, and life skills
   • Build relationships with business and community members/organizations
   • Participate in interagency councils
   • Disseminate information about state level interagency collaborations to local districts


3c. PACER’s Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project is a technical assistance center that focuses on helping families prepare youth with disabilities for employment and independent living. Projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes. Information can be found at: http://www.pacer.org/tatra/


4. Identify and promote the use of research-based literature to support professional practice in instruction and assessment

4a. Information on Evidence-Based Practices can be found on the National Secondary Transition Technical Assistance Center’s website at: [http://www.nsttac.org/content/evidence-based-practices](http://www.nsttac.org/content/evidence-based-practices)

4b. Information on effective drop-out prevention practices that are evidence-based can be located at: [http://www.ndpc-sd.org/dissemination/model_programs.php](http://www.ndpc-sd.org/dissemination/model_programs.php)


4d. Research-based literature may be accessed by members on the Division on Career Development and Transition website at: [http://www.dcdt.org/publications/](http://www.dcdt.org/publications/)

Within 1 Year

1. Provide a foundation for the administration of transition programs that is grounded in models, theories, and philosophies

   - Knowledgeable of Taxonomy of Transition Programming (Kohler, 1996)


1d. Training modules on family involvement and self-determination in secondary transition can be found on the Transition Coalition’s website at: [http://www.transitioncoalition.org/transition/module_home.php](http://www.transitioncoalition.org/transition/module_home.php)


1f. Literature on transition theories, philosophy, and models may be located on the Division on Career Development and Transition website at: [http://www.dcdt.org](http://www.dcdt.org)

1g. Information on program design can be found on the National Collaborative on Workforce and Disability for Youth’s website at: [http://www.ncwd-youth.info/ksa/competency-09](http://www.ncwd-youth.info/ksa/competency-09)

1h. Information on 50 topics in secondary and postsecondary transition efforts by a variety of technical assistance centers and other organizations can be found on the Learning Port’s website at: [http://www.learningport.us/topics/?topic_id=1455](http://www.learningport.us/topics/?topic_id=1455)

2. Promote high expectations of staff

3. Advocate for transition policy in the context of evidence based practices (EBP)
   - Knowledge of evidence-based practices in secondary education for students with disabilities
   - Examine current policies


3b. Information on Evidence-Based Practices can be found on NSTTAC's website at: [http://www.nsttac.org/content/evidence-based-practices](http://www.nsttac.org/content/evidence-based-practices)
related to students with disabilities in high schools

3c. Information on effective practices that are evidence-based can be located at: [http://www.ndpecsd.org/dissemination/model_programs.php](http://www.ndpecsd.org/dissemination/model_programs.php)


3e. The National Dropout Prevention Center is a resource for examining policies that may impact students in high schools. Information can be located at: [http://www.ndpecsd.org/knowledge/improve_postschool_outcomes/default.php](http://www.ndpecsd.org/knowledge/improve_postschool_outcomes/default.php)

3f. The National Secondary Transition Technical Assistance Center is a resource for examining policies and programs that predict improved post-school outcomes for students with disabilities. Information can be found at: [http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/PredictorImplementationTable2.pdf](http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/PredictorImplementationTable2.pdf)

3g. The National High School Center provides an Early Warning Tool to assist educators in detecting students at risk of dropping out of school. Information can be found at: [http://www.betterhighschools.org/ews.asp](http://www.betterhighschools.org/ews.asp)

3f. Literature on evidence-based practices in transition may be located on the Division on Career Development and Transition website at: [http://www.dcdt.org/publications/](http://www.dcdt.org/publications/)

4. Connect education standards to transition planning and services
   - Consider how proficiency on the curriculum standards can be demonstrated through transition-focused activities (e.g., English Language Arts, writing standard by writing an essay about advocating for one’s rights as an individual with a disability)


Describes secondary reform efforts that incorporate both standards-based education and a focus on the skills needed for successful transition to postsecondary education and employment. Asserts that a focus on transition should be implemented as a comprehensive reform effort, aligning high-quality standards with options and pathways for how students can achieve postsecondary goals.

4b. See [www.nsttac.org](http://www.nsttac.org) for updated guidance and resources on this topic.
5. Develop and implement an administrative plan that supports the use of instructional and assistive technologies in transition

6. Design and implement methods of assessing and evaluating transition programs and personnel

5a. Center for Applied Special Technology (CAST) is an educational research and development organization promoting Universal Design for Learning (UDL) to increase learning opportunities for children through the incorporation of technology in instruction. Information on UDL can be found at: www.cast.org

6a. The National Secondary Transition Technical Assistance Center is a resource for examining policies and programs that predict improved post-school outcomes for students with disabilities. Information can be found at: http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/PredictorImplementationTable2.pdf

6b. Information on competencies for Transition Specialists can be located at: http://www.dcdt.org/factsheets/DCDT_Fact_Sheet_Competencies_3.pdf

6c. Information on program design can be found on the National Collaborative on Workforce and Disability for Youth’s website at: http://www.ncwd-youth.info/ksa/competency-09