

ROADMAP TO SECONDARY TRANSITION



Ensuring equity and opportunity for every student, every step of the way.

For students with IEPs, parents and educators

Elementary Preparation

- ◇ Support student decision- making
- ◇ Discuss careers and skills needed for them
- ◇ Explore preferences and interests
- ◇ Begin talking about disabilities (theirs and others)
- ◇ Apply for Case Management Agency services

Middle School Preparation

- ◇ Increase involvement in IEP process
- ◇ Solicit student input on IEP process
- ◇ Awareness of disabilities and needs
- ◇ Build strengths
- ◇ Develop self-advocacy skills at home & school
- ◇ Work with IEP team for transition plan to high school
- ◇ Engage in ICAP interest interviews/surveys

High School– 9th grade

- ◇ Complete process to add Post-Secondary Goals (PSG) to IEP in 1. Employment, 2. Education, 3. Independent Living Skills (if appropriate)
- ◇ Align annual goals to Post-Secondary Goals
- ◇ Align classes to graduation requirements and PSG
- ◇ Student invited to IEP and supported to participate
- ◇ Support access to high school clubs, sports, and activities directed by student interests
- ◇ Consider transportation options and training
- ◇ Discuss graduation timeline
- ◇ Apply to Pre-Employment Transition Services through School to Work Alliance Program (SWAP) through Division of Vocational Rehabilitation (DVR)
- ◇ Register for IDD adult services waiting lists
- ◇ Continue developing self-advocacy skills, understanding of disability and needs
- ◇ Explore career/college interest areas with family

High School– 10th Grade

- ◇ Review PSG goals at annual IEP meeting
- ◇ Continue to explore career options and skills and education needed to pursue
- ◇ Add student input to IEP
- ◇ Encourage student to take bigger role in IEP
- ◇ Support student to establish a work record (which can also inform the IEP goals) and build skills for interviews, soft skills, record keeping, etc.
- ◇ Consider vocational training through a Career Education Center if available
- ◇ Determine which Colorado graduation options student will demonstrate
- ◇ Consider enrolling in AP classes or Concurrent Enrollment through local college
- ◇ Meet with a Benefits Counselor to discuss employment options for those that receive, or will receive SSI or Medicaid services

High School– 11th grade

- ◇ Continue with previous activities and...
- ◇ Assist student to obtain a driver's permit/license/ photo ID
- ◇ Review college readiness and course completion
- ◇ Consider changing accommodations to align with college options

High School -12th grade

- ◇ Continue with previous activities and...
- ◇ Discuss if 18-21 services are appropriate
- ◇ Consider and invite to the IEP (if appropriate) outside agencies that support students PSG
- ◇ Visit colleges, vocational schools, agencies, places of employment, day programs, etc. that might be considered

Vocational, college, and/or employment resources

- [Concurrent Enrollment](#) (Earn college credit in high school)
- [Career and Technical Education/CTE](#) (Expanding pathways from high school to postsecondary opportunities)
- [Workforce Centers](#) (free career counseling and training)
- [Job Corps](#) (free youth job training, ages 16-24, plus diploma options)
- [Division of Vocational Rehabilitation \(DVR\)](#): Pre-employment transition services, job seeking skills training, placement, coaching. [School to Work Program \(SWAP\)](#) may be an option for services deemed by DVR.
- [National list of Colleges](#) (students with disabilities)
- [Think College](#) (national database)
- [IN! Inclusive Higher Education](#) for students with IDD in Colorado
- [Colorado Community College System](#) (Colleges, Programs and Workforce Development)

Support for Young Adults and their Families with significant needs once 18 years of age

Can include assistance with basic necessities, independent living skills, supported employment, college certifications, safety planning and more.

- [Medicaid waivers](#) for adult services (can include building independent living skills, 24/7 care, attendant care and limited residential options)
- [Social security benefits](#) (for adults who cannot work enough to support them- selves)
- [Special Needs Trusts](#) (usually set up by family for long-term estate planning)
- [ABLE Accounts](#) (way to save money that does not affect benefits)
- Guardianship and alternatives:
 - [Guardianship](#)
 - [Supported Decision Making](#)
 - [CO Medical Power of Attorney](#)
 - [CO Conservatorship](#)
- [Case Management Agency](#)

Transition Tips

- Use person-centered planning
- Increase student awareness of disability
- Ensure students are aware of their rights
- Talk often about dreams and goals
- Connect with other families
- Keep good records
- Increase independent living skills
- Be willing to be uncomfortable as your child learns and grows

More Resources

- [PEAK Parent Center](#)
- [The ARC, Center for Future Planning](#)
- [Colorado Fund for People with Disabilities \(fiduciary services\)](#)
- [Colorado Cross Disability Coalition](#)
- [Ability Connection Colorado](#)
- [Show & Tell/Thrive](#)
- [El Grupo Vida](#)

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Additional Resources:

[Secondary Transition: Special Education Services for Youth Ages 15-21](#)

[Secondary Transition Training for Parents: Special Education Support](#)

The Individuals with Disabilities Education Act (IDEA) requires that the Colorado Department of Education (CDE) fully inform Administrative Units of Part B requirements and monitor the implementation of these requirements, with an emphasis on ensuring that all IDEA-eligible children in Colorado receive a free appropriate public education in the least restrictive environment. Pursuant to its responsibility for general supervision, the CDE provides this guidance to support Administrative Units in satisfying their obligations under the IDEA. Administrative Units are encouraged to review their policies and procedures for alignment with this guidance and make changes, as needed. This guidance is not binding and should not be construed as legal advice. For legal advice, Administrative Units should consult their legal counsel.

**Colorado Department of Education
Exceptional Student Services Unit
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