



**PLAN YOUR
WAY OK**

**Secondary
Transition
Framework**

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Data-Driven Secondary Transition Planning	Collaborative Systems and Sustainable Teaming	Evidence- and Research-Based Practices
Age-Appropriate Transition Assessment Results • Drive secondary transition planning • Identify strengths, preferences, interests, and needs (SPIN)	Statewide Interagency Team – Oklahoma Transition Council • Includes representatives from all relevant stakeholders • Mission and vision are focused on improving student outcomes • Provides guidance and support to local and regional transition teams	School-Wide Supports and Student Development • Access to school-wide academic, behavioral, comprehensive counseling, and mental health supports to foster student development • Access to career development, including Individual Career and Academic Planning (ICAP)
Post-Secondary Goals • Based on strengths, preferences, and interests identified by assessments, student, and family input • Measurable and updated annually • Occur after high school	Local and Regional Transition Teams • Leadership support • Engagement of students, families, and community stakeholders, including businesses • Effective meetings • Implement effective practices to improve student outcomes	Transition Education and Services • Grounded in quality research to improve student outcomes and aligned with the Predictors of Post-School Success • Student-focused, individualized • Include multiple opportunities for student development • Include instruction in self-determination and work-based learning
Annual Transition Goals	School and Community Teams	Effective Practices

● Based on needs identified from skill assessments ● Measurable, including condition, behavior, and criteria ● Updated annually	● Collaborative school culture fostering a commitment to equal access and intentional planning ● School and community-wide systems supporting transition services	● Specific interventions to teach skills to students ● Based on the results of intervention research ● Specially designed instruction ● Aligned to the Predictors of Post-School Success
Transition Services, Coordinated Activities, and Courses of Study	Individualized Education Program (IEP) Teams	Predictors of Post-School Success
● Include services and coordinated activities for each annual transition goal ● Aligned to help students meet post-secondary goals ● Evidence and research-based practices	● Student-focused and student-led meetings ● Individualized planning ● Parent Involvement ● Collaborative decision-making based on students' goals and plans ● Outside agency participation for coordination of services	● Evidence-and research-based services, supports, or acquired skills associated with improved post-school outcomes for students with disabilities through correlational research ● Includes the activities, services, and supports linked to higher success rates in adulthood

Overview

Oklahoma's Secondary Transition Framework provides a comprehensive roadmap for educators, vocational rehabilitation (VR) counselors, professionals, and families to support students with disabilities as they move from high school to adult life. The framework focuses on each student's individual vision for postsecondary education, employment, independent living, and community participation. It includes asynchronous courses, professional development materials, implementation guides, videos, and other resources to ensure that all educators and transition teams receive coordinated, high-quality professional development and resources to help students succeed.

All **Secondary Transition Framework** materials are housed on [Plan Your Way OK](https://www.planyourwayok.com) (<https://www.planyourwayok.com>), a statewide secondary transition hub designed to help students and their support systems access the training, services, and resources needed to improve student outcomes. The framework is organized around three major sections essential to effective secondary transition planning.

Data-Driven and Student-Centered Secondary Transition Planning: This section addresses the secondary transition requirements outlined in the Individuals with Disabilities Education Act (IDEA) and focuses on results-based accountability to improve student outcomes.

Collaborative Systems and Sustainable Teaming: Collaborative systems and sustainable teaming strengthen coordination among schools, vocational rehabilitation, families, and community partners to support early, outcome focused transition planning. Research consistently shows that cross agency collaboration is a key predictor of positive postschool outcomes. Effective collaboration reduces duplication of efforts, improves communication, and expands students' access to education, employment, independent living, and community participation opportunities. This section offers information and resources to help partners work together to deliver cohesive, meaningful transition services for students with disabilities.

Evidence-Based, Research-Based, and Promising Practices: [The Predictors of Post-School Success](https://bit.ly/431eQfy) (<https://bit.ly/431eQfy>) describe the activities, services, and supports that begin during the school years and are linked to higher rates of success as youth with disabilities transition into adulthood. Making these predictors available to transition-age youth is critical. Identifying in-school predictors of post-school success helps educators and vocational rehabilitation counselors design, evaluate, and strengthen effective transition programs.

The purpose of this guide is to provide an overview of the Secondary Transition Framework. It is written in a clear, bullet-point format for quick reference by IEP teams and other relevant stakeholders. Comprehensive framework resources (guides, guidance briefs, online courses, training, curriculum, etc.) for Data-Driven and Student-Centered Secondary Transition Planning, Collaborative Systems and Sustainable Teaming, and Evidence-Based, Research-Based, and Promising Practices are listed at the end of each section and hyperlinked. They are also collectively available on the [Plan Your Way OK: Transition Planning](https://www.planyourwayok.com/transition-planning) (<https://www.planyourwayok.com/transition-planning>) page.

Data-Driven Secondary Transition Planning

This section addresses the secondary transition requirements outlined in the Individuals with Disabilities Education Act (IDEA) and focuses on results-based accountability to improve student outcomes.

Age-Appropriate Transition Assessment Results

Definition

- Process to identify students' **strengths, preferences, interests, and needs** (SPIN).
 - **Strengths:** Areas of proficiency and skill.
 - **Preferences:** Preferred learning methods and personal choices.
 - **Interests:** Activities or subjects the student enjoys.
 - **Needs:** Skills required for adulthood that are addressed through specially designed instruction.
- **Current** assessments are defined as one year old or less for all areas of educational needs.

Purpose

- Inform the **Present Levels of Academic Achievement and Functional Performance** (PLAAFP).
- Measure the rate of progress toward reaching post-secondary goals.
- Use results to develop the post-secondary goals, annual transition goals, transition services and coordinated activities, and courses of study.

Transition Areas to Assess

- **Education and Training:** required for all students
- **Employment:** required for all students
- Independent Living: required for students participating in the **Oklahoma Alternate Academic Program (OAAP)**; other students based on need, as determined by the IEP team
- Community Participation: required for students participating in the OAAP; other students based on need, as determined by the IEP team

Additional Requirements

- Students must participate in age-appropriate transition assessments **annually**.

Best Practices

- Assess all students in Education and Training, Employment, Independent Living, and Community Participation.
- Use a variety of assessments, including at least one formal assessment with reliability and validity.

Post-Secondary Goals

Definition

- Student-focused and outcome-oriented long-term goal statements based on the results from age-appropriate transition assessments, such as career interest inventories or interviews, which help identify **strengths, preferences, and interests**.
- Clearly describe what students will do after high school in the areas of education and training, employment, and independent living and community participation, if appropriate.
 - **Education and Training:** where and how the student will learn after high school
 - **Employment:** immediate or long-term work goals
 - **Independent Living:** living arrangements after high school
 - **Community Participation:** engagement in community, recreation, social, cultural, or faith-based activities

Purpose

- Reflect student **strengths, preferences, and interests**, and form the development of the annual transition goals, transition services, coordinated activities, and courses of study.
- Target achievements after exiting secondary school or special education, such as earning a diploma, entering an extended transition program, or aging out.

Post-Secondary Goals

- **Education and Training:** required for all students
- **Employment:** required for all students
- Independent Living: required for students participating in the OAAP
- Community Participation: required for students participating in the OAAP

Additional Requirements

- Must be updated annually, measurable, and attainable.

Best Practices

- Students should be actively involved in developing their post-secondary goals and leading their IEP meetings.
- Student-led transition-focused IEP meetings build crucial self-determination and self-advocacy skills, connected to successful post-school outcomes.

Annual Transition Goals

Definition

- **Measurable** statements based on the specific transition **needs** identified through annual transition assessments.
- **Align** with post-secondary goals and address the specific skills students will learn in the timeframe of the IEP to demonstrate progress toward reaching each of their post-secondary goals.
 - **Education and Training:** Skills needed to attend post-secondary education or training, supporting post-secondary goals.
 - **Examples:** self-determination, academics, communication, study skills
 - **Employment:** Skills needed for desired work.
 - **Examples:** employability, self-advocacy, positive behavior strategies
 - **Independent Living:** Skills needed for desired living arrangements.
 - **Examples:** money management, health, cooking and cleaning, safety, daily living skills
 - **Community Participation:** Skills needed to engage in the community.
 - **Examples:** social skills, mobility, self-determination, communication, assistive technology

Purpose

- Designed to teach the needed skills that demonstrate progress toward post-secondary goals.
- **Not** merely passing classes or meeting graduation requirements.

Mandatory Annual Transition Goals

- **Education and Training, Employment:** Required for all students.
- **Independent Living and Community Participation:** Required if corresponding assessments are included in the IEP.
 - **Required for students participating in OAAP and 18 to 22 Programs.**
- Include at least two short-term objectives or benchmarks per goal for students participating in **OAAP or 18 to 22 Programs.**

Additional Requirements

- Must be updated annually and include the components listed below to be measurable.
 - **Condition:** Materials or environment needed.
 - **Behavior or Targeted Skill:** Observable, monitorable action.

- **Criteria:** How much, how often, or to what extent the skill must occur to show achievement.

Progress Monitoring

- IEP teams must **monitor progress** toward the annual transition goals and objectives and benchmarks to demonstrate movement toward post-secondary goals.

Transition Services, Coordinated Activities, and Courses of Study

Secondary Transition Services

- Coordinated set of activities designed within a **results-oriented process**.
- Focused on improving academic and functional achievement to support movement from high school to post-school activities.
- Include specially designed instruction and effective practices that are evidence-based, research-based, and promising practices.
- Transition services are **individualized** and may include, but are not limited to:
 - direct instruction, related services, community experiences
 - employment or other adult-living
 - acquisition of daily living skills (if appropriate)
 - functional vocational evaluations (if appropriate)
- Each annual transition goal requires a transition service and at least two coordinated activities.
- If a transition service is a specifically designed instruction, it should be documented both in the IEP service section and the transition services or coordinated activities section.
 - **Example:** Direct life skills instruction for 1 hour a day, 5 days per week.

Coordinated Activities

- Tasks completed by the student to learn the skills and knowledge for each annual transition goal.
 - **Example:**
 - ☒ **Employment Annual Transition Goal:** By May 2026, given training in active listening strategies and a customer interaction checklist or role-play scenario, Michael will demonstrate active listening skills by waiting for the speaker to finish before responding and refraining from non-work-related anecdotes in 4 out of 5 opportunities.
 - ☒ **Coordinated Activities:** Direct instruction on social humor and workplace behavior, role-play scenarios focused on active listening and turn-taking to lessen impulsivity during conversations, and draft a workplace accommodations one-pager.
- Include **at least two coordinated activities** for each annual transition goal.
- Update annually. The due date **cannot** be after the IEP ending date.

Courses of Study

- Instructional and educational classes to prepare students for post-secondary life.
- Directly relates to **(a)** post-secondary goals, **(b)** annual transition goals, and **(c)** transition services.
- Identify specific course names for current and remaining school years, including:
 - special or general education
 - standard or alternate diploma pathways
 - extended transition programs or services (ages 18 to 22)
- Update annually; may change if post-secondary goals change.
- IEP teams should consider **(a)** post-secondary entry requirements and **(b)** athletic or scholarship requirements.

Data-Driven Secondary Transition Planning – Resources

Title	Type of Resource
Code of Federal Regulations (IDEA) • https://www.ecfr.gov/current/title-34	Electronic Regulations
Special Education Services Policies and Procedures • https://oklahoma.gov/education/services/special-education	Manual
Compliance and Monitoring • https://oklahoma.gov/education/services/special-education/compliance	OSDE Special Education Webpage
Secondary Transition for Students with Disabilities • https://bit.ly/49GuIND	OSDE Connect Course
Student Involvement in the IEP	OSDE Connect Course - Coming soon!
Using Assessment Results to Develop Meaningful Secondary Transition Plans for Students with Mild/Moderate Disabilities • https://www.planyourwayok.com/regional-training	In-Person Regional Training
Using Assessment Results to Develop Meaningful Secondary Transition Plans for Students Participating in the OAAP • https://www.planyourwayok.com/regional-training	In-Person Regional Training

Collaborative Systems and Sustainable Teaming

Collaborative systems and sustainable teaming strengthen coordination among schools, vocational rehabilitation, families, and community partners to support early, outcome-focused transition planning. Research consistently shows that cross-agency collaboration is a key predictor of positive post-school outcomes. Effective collaboration reduces duplication of efforts, improves communication, and expands students' access to education, employment, and independent living opportunities. To promote effective secondary transition practices, school personnel and community partners must collaborate to enhance postsecondary planning and outcomes for students with disabilities.

Interagency collaboration is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth (Transition Technical Assistance Center, 2024). Effective collaboration consists of transition teams that meet regularly to address transition-related needs. These interagency teams exist at different levels, including state, local/regional, school and community, and the Individualized Education Program (IEP).

This section offers information and resources to help partners work together to deliver cohesive, meaningful transition services for students with disabilities.

Statewide Interagency Team – Oklahoma Transition Council (OTC)

Includes representatives from all relevant secondary transition stakeholders (e.g., State Department of Education, Department of Rehabilitation Services, Developmental Disability Services, Career Technology Education (CTE), Postsecondary Education Representatives, Oklahoma Commission on Children and Youth, family support and advocacy organizations, community-service providers, Workforce, rural and urban special educators and directors, family members, tribal members, and youth advocates).

Serves as Oklahoma's **state-level transition interagency team**, fostering collaboration among agencies and organizations that provide critical transition services to children and youth with disabilities, their families, and support networks.

- Focuses on student outcomes.
- Offers technical assistance, guidance, and support to local and regional transition teams.
- Organizes the annual **Oklahoma Transition Institute (OTI)**, a secondary transition conference.

Mission: Improve transition education, planning, and services through stakeholder partnerships to achieve successful **post-school outcomes** for students with disabilities.

Vision: Make a lasting difference in the quality of life for individuals with disabilities by creating and supporting person-centered, innovative transition services and programming statewide.

Local and Regional Teams

Characteristics of effective and impactful transition teams are outlined in the [Oklahoma Transition Teaming Guide \(OTTG\)](https://bit.ly/4tv0uyZ) (<https://bit.ly/4tv0uyZ>).

- Strong leadership support
- Active engagement of students and families
- Engagement of relevant community stakeholders, including businesses
- Well-structured, effective meetings
- Implementation of evidence-based practices to improve student outcomes
- Connect students and families to community resources to support a successful transition to adulthood

School and Community Teaming

- Creates a collaborative school culture that fosters a shared commitment to equal access and intentional planning for participation of students in all career development and transition-related opportunities.
- Improves the development of inclusive school and community wide systems promoting college and career readiness and supporting transition services.
- Increases student development opportunities resulting in improved student outcomes and a strong varied workforce.

Student-Centered IEP Team

Purpose of the IEP Team

- Develops, reviews, and revises an IEP that reflects the individual goals, strengths, preferences, interests, and needs of the student.
- Designs an IEP that enables meaningful progress toward academic, functional, and post-secondary outcomes.
- Ensures services are provided in the least restrictive environment (LRE).

Student-Focused and Student-Led

- Centers the student as an active, informed participant, with their voice guiding decisions.
 - Students gain self-determination skills and self-advocacy skills and gain the confidence to lead their IEP meeting.
 - Teams prepare students ahead of time by explaining IEP terms, roles, meeting expectations, and ensuring students' preferences and interests lead the process, even if the student cannot attend.
- Parents and all IEP members have high expectations for students' capacity, potential, and chosen post-school goals.

Individualized Planning

- Emphasizes self-determination and individualized planning, with services designed around the student's goals rather than disability label, and placement is chosen only after services are identified.

Parent and Family Involvement

- Recognized as essential partners in all aspects of IEP and transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).
- Have multiple options for involvement (e.g., pre-IEP planning input, flexible IEP meeting times) and alternate ways to obtain input in the transition planning process.
- Informed about outside agencies that may provide and pay for services during school and after students' exit school and when special education services end.
- Informed about the secondary transition process and postsecondary options (e.g., through resources, providing information, visits to potential worksites and campus(es), and community event attendance).

Collaborative Decision-Making

- IEP meetings promote respectful dialogue, shared responsibility.
- Team members work toward consensus while keeping the student's best interests at the center.
- Collaboration ensures the student receives a free appropriate public education (FAPE) that prepares the student for further education, employment, independent living, and community participation.

Outside Agency Participation in Coordination of Services

- The LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services **with prior parent consent or adult student consent if 18**. This may include an Oklahoma Department of Rehabilitation Services (OKDRS) Counselor, Developmental Disabilities Services Representative, Licensed Professional Counselor or other Mental Health provider, Career Technology Instructor or Representative, Community Service Provider, and/or others.
- To ensure effective collaboration and coordination for service delivery, the Department of Rehabilitation Services agencies and the schools are required to plan and coordinate pre-employment transition services and transition services for students with disabilities, as agreed upon in the State's formal interagency agreement.

Collaborative Systems and Sustainable Teaming – Resources

Title	Type of Resource
Special Education Services Policies and Procedures, Chapter 6 https://oklahoma.gov/education/services/special-education	Manual
Oklahoma Transition Teaming Guide (OTTG) https://www.planyourwayok.com/transition-planning	Guide
Oklahoma Transition Teaming Guide (OTTG) https://bit.ly/4fhdjca	OSDE Connect Course
Predictors of Post-School Success Guide https://www.planyourwayok.com/transition-planning	Guide
Predictors of Post-School Success https://bit.ly/4u6uXo9	OSDE Connect Course
ASAP Assessment and Planning Guide https://www.planyourwayok.com/transition-planning	Guide
ASAP Assessment and Planning	OSDE Connect Course-Coming Soon!
Oklahoma Resource Mapping Guide https://www.planyourwayok.com/transition-planning	Guide
Department of Rehabilitation Services (DRS) and Local Educational Agencies (LEAs) Collaboration Guide https://www.planyourwayok.com/transition-planning	Guide
Developmental Disabilities Services (DDS) and LEA Collaboration Guide	Guide-Coming Soon!
Student Involvement in the IEP	OSDE Connect Course-Coming Soon!
Oklahoma Transition Council (OTC) https://www.planyourwayok.com/partners	State Interagency Council

Evidence- and Research-Based Practices

Student Development

Students with disabilities must have access to school-wide academic, behavioral, comprehensive counseling, and mental-health supports that build academic and life skills and foster social-emotional growth. This includes access to the following:

- General education curricula with standards for rigor to prepare them to be college and career ready.
- Opportunities to participate in elective courses and extracurricular activities that align with their postsecondary goals (e.g., Future Farmers of America, ROTC, Library Science, Office Aide, e-Sports, Technology, etc.).
- School and classroom evidence-based practices to support school climate and culture.
- Comprehensive counseling, aligned with Oklahoma's school counseling framework for all students, underscoring the belief that student success is built through intentional, coordinated action, and the collaborative nature of effective counseling.
- College and Career Readiness (CCR) opportunities, including inclusive Individual Career and Academic Planning (ICAP) programs.
 - Students with disabilities on the standard diploma pathway have access to career development opportunities through the Individual Career and Academic Planning (ICAP).
 - Students with disabilities on the alternate diploma pathway should have access to ICAP opportunities, but it is up to the IEP team because it is not a graduation requirement.
- Career exploration opportunities, including exposure to Science, Technology, Engineering, Arts, and Math (STEAM).
- Career Technology Education (CTE) awareness, exploration, participation (e.g., early CTE opportunities, tours, application procedures).
- Postsecondary Opportunities (e.g., concurrent enrollment, advanced placement, internships, and CTE participation).
- Work-based learning and service-learning, (e.g. internship, job shadow, mentorship, project-based learning, youth apprenticeship, on-campus work-based learning).

Transition Education and Services

Transition education and services must be individualized, grounded in quality research, and aligned with the Predictors of Post-School Success to student outcomes. They should:

- Be student focused and student led.
- Include multiple opportunities for student development.
- Include instruction in self-determination, self-advocacy skills, and work-based learning.
- Support students so they are empowered to actively participate in their education, including their Individual Career and Academic Planning (ICAP) and transition planning in their IEP.

Effective Practices

- Specific interventions to teach skills to students with disabilities
- Based on the results of intervention research
- Specially designed instruction
- Aligned to the [Predictors of Post-School Success](#)

Predictors of Post-School Success

- Evidence- and research-based services, supports, and acquired skills identified to be associated with improved post-school outcomes for students with disabilities through correlational research.
- Includes the activities, services, and supports linked to higher success rates in adulthood.

Evidence- and Research-Based Practices – Resources

Title	Type of Resource
Special Education Services Policies and Procedures, Chapter 6 https://oklahoma.gov/education/services/special-education	Manual
Oklahoma Transition Teaming Guide (OTTG) https://www.planyourwayok.com/transition-planning	Guide
Oklahoma Transition Teaming Guide (OTTG) https://bit.ly/4fhdjCA	OSDE Connect Course
Predictors of Post-School Success Guide https://www.planyourwayok.com/transition-planning	Guide
Predictors of Post-School Success https://bit.ly/4u6uXo9	OSDE Connect Course
ASAP Assessment and Planning Guide https://www.planyourwayok.com/transition-planning	Guide
ASAP Assessment and Planning	OSDE Connect Course-Coming Soon!
Resource Mapping and Resources for Transition Teams https://bit.ly/3RwzyRU	Guidance Briefs, Slide Decks
Department of Rehabilitation Services (DRS) and Local Educational Agencies (LEAs) Collaboration Guide https://www.planyourwayok.com/transition-planning	Guide
Developmental Disabilities Services and Local Educational Agencies (LEAs) Collaboration Guide	Guide- Coming Soon!
Self-Determination Curriculum for Grades K through Extended Transition Programs (ages 5-22) https://bit.ly/3Pxu4G5	Curriculum (located on OSDE Connect)
Student Involvement in the IEP	OSDE Connect Course-Coming Soon!
Effective Instructional Practices for Teaching Transition Skills to Students Participating in the OAAP https://bit.ly/4uiARSY	OSDE Connect Course

The contents of this Oklahoma Secondary Transition Framework Guide were developed under grant HR421E230012 from the U.S. Department of Education (Department). The Department does not mandate or prescribe practices, models, or other activities described or discussed in this document. This Guide may contain examples of, adaptations of, and links to resources created and maintained by another public or private organization. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. The content of this guide does not necessarily represent the policy of the Department. This publication is not intended to represent the views or policy of or be an endorsement of any views expressed, or materials provided by any Federal agency. (EDGAR 75.620)