OKLAHOMA TRANSITION COUNCIL
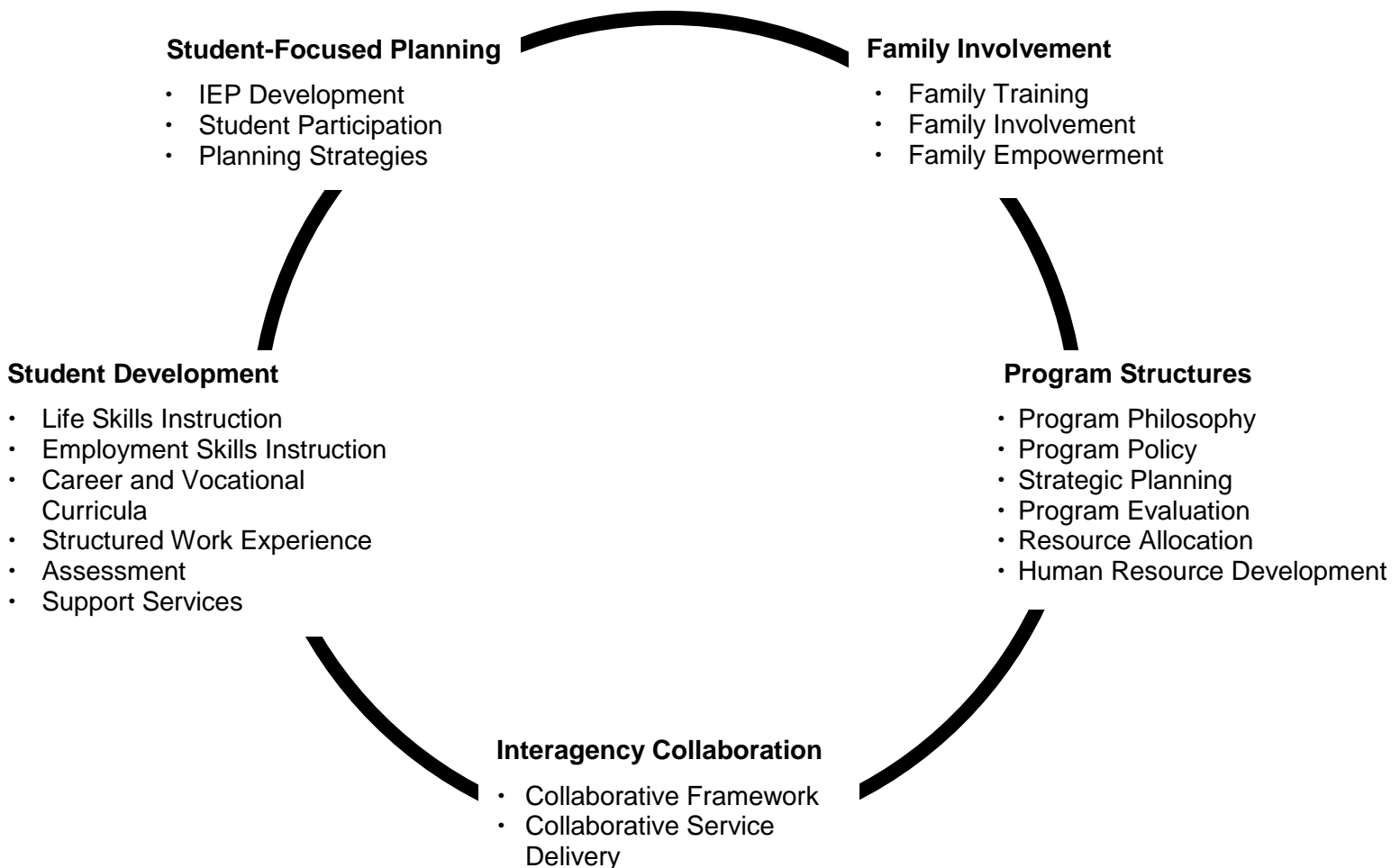
OKLAHOMA TRANSITION PLANNING TOOL

PREFACE

This planning tool was developed by the Oklahoma Transition Council to assist regional transition teams to review and plan strategies for implementing transition-focused education, programs, and services for youth with disabilities.

It is formatted to allow users completing it electronically to expand the blank areas and to add additional areas.

Taxonomy for Transition Programming

Student-Focused Planning

- IEP Development
- Student Participation
- Planning Strategies

Family Involvement

- Family Training
- Family Involvement
- Family Empowerment

Student Development

- Life Skills Instruction
- Employment Skills Instruction
- Career and Vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

Program Structures

- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

Interagency Collaboration

- Collaborative Framework
- Collaborative Service Delivery

OKLAHOMA TRANSITION COUNCIL
TRANSITION PLANNING TOOL
PART I:

TRANSITION TEAM_____ **CONTACT LIST**

NAME	AGENCY	E-MAIL

October 2012

OKLAHOMA TRANSITION COUNCIL
TRANSITION PLANNING TOOL
PART II:
NEEDS ASSESSMENT

TAXONOMY AREA: STUDENT DEVELOPMENT

CORE COMPONENT EXAMPLES	STRENGTHS What we are doing well in this component	WEAKNESSES What we are not doing, or not doing well, in this component	PRIORITY How important is this? H/M/L*
• Life Skills Instruction • Employment Skills Instruction • Career and Vocational Curricula • Structured Work Experience • Assessment • Support Services • Age-appropriate transition assessments (e.g., academic, cognitive, career/occupational, adaptive behavior, etc.)			

STUDENT DEVELOPMENT GOAL
Developed based on needs identified above/Transfer to Implementation Plan Sheet

*H-High/M=Medium/L=Low

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PART II:
NEEDS ASSESSMENT

TAXONOMY AREA: INTERAGENCY COLLABORATION

CORE COMPONENT EXAMPLES	STRENGTHS What we are doing well in this component	WEAKNESSES What we are not doing, or not doing well, in this component	PRIORITY How important is this? H/M/L*
- Collaborative Framework - Service Delivery - Formal agreements established among schools, employers, employment-related agencies, and post-secondary education - Roles and responsibilities to assure the following occur in culturally appropriate ways: a. Methods of communication b. Information sharing c. Referral protocols d. Service and task responsibilities e. Funding f. Points of contact			

INTERAGENCY COLLABORATION GOAL
Developed based on needs identified above/Transfer to Implementation Plan Sheet

*H-High/M=Medium/L=Low

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TRANSITION PLANNING TOOL
PART II:
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TAXONOMY AREA: STUDENT-FOCUSED PLANNING

CORE COMPONENT EXAMPLES	STRENGTHS What we are doing well in this component	WEAKNESSES What we are not doing, or not doing well, in this component	PRIORITY How important is this? H/M/L*
• IEP Development • Student Involvement in the IEP Process • Student Involvement in the Transition Process • Students are prepared to participate and do participate meaningfully in development of their IEP and in their IEP meeting			

STUDENT-FOCUSED PLANNING GOAL
Developed based on needs identified above/Transfer to Implementation Plan Sheet

*H-High/M=Medium/L=Low

OKLAHOMA TRANSITION COUNCIL
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PART II:
NEEDS ASSESSMENT

TAXONOMY AREA: PROGRAM STRUCTURES

CORE COMPONENT EXAMPLES	STRENGTHS What we are doing well in this component	WEAKNESSES What we are not doing, or not doing well, in this component	PRIORITY How important is this? H/M/L*
• Educational programs, planning and curricula are transition-oriented and feature outcome-based education, cultural and linguistic sensitivity, a range of curricular options, and emphasize access and success for all • Ongoing program evaluation that includes analysis of post-school outcomes is used for community needs assessment and program improvement • Strategic planning is conducted to identify and address community, district, and state-level issues and services regarding transition education and services			

PROGRAM STRUCTURES GOAL
Developed based on needs identified above/Transfer to Implementation Plan Sheet

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TAXONOMY AREA: FAMILY INVOLVEMENT

CORE COMPONENT EXAMPLES	STRENGTHS What we are doing well in this component	WEAKNESSES What we are not doing, or not doing well, in this component	PRIORITY How important is this? H/M/L*
• Family Training • Family Involvement • Family Empowerment			

PARENT INVOLVEMENT GOAL
Developed based on needs identified above/Transfer to Implementation Plan Sheet

*H-High/M=Medium/L=Low

OKLAHOMA TRANSITION COUNCIL
TRANSITION PLANNING TOOL

PART III
IMPLEMENTATION PLAN

Transition Team:_____ Plan Year:_____

TAXONOMY AREA: _____

GOAL: _____

Note: Only address one goal per page

Actions: Steps we will take to accomplish our goal in this taxonomy area	Lead Person: Person accepting responsibility for ensuring that this step is accomplished	Timeline	
		Start Date: When we will begin working on this step	**End Date:** When this step will be accomplished
a: b: c:	a: b: c:	a: b: c:	
Products Tangible ways we will know we have accomplished our goal:			
Outcomes Differences we hope to see as a result of accomplishing our goal:			
Data Sources What we will use to confirm our accomplishment:			

Transition Team:_____ Plan Year:_____

TAXONOMY AREA: _____

GOAL: _____

Note: Only address one goal per page

Actions: Steps we will take to accomplish our goal in this taxonomy area	Lead Person: Person accepting responsibility for ensuring that this step is accomplished	Timeline	
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a: b: c:	a: b: c:	a: b: c:	
Products Tangible ways we will know we have accomplished our goal:			
Outcomes Differences we hope to see as a result of accomplishing our goal:			
Data Sources What we will use to confirm our accomplishment:			