

# USOE—SES TRANSITION STRATEGIC PLAN

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This plan was created for the Utah State Office of Education – Special Education Services by the Strategic Planning Work Group:

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## Introduction

The Utah State Office of Education (USOE) is committed to preparing students, including students with disabilities, to be college and career ready and to have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens, and thrive in a particularly competitive and global marketplace.

One of the purposes of the Individuals with Disabilities Education Improvement Act (IDEA) is to prepare students with disabilities for further education, employment, and independent living. The responsibility of the USOE is to provide financial support, professional development, and other technical assistance to school districts and charter schools as they implement the requirements of IDEA.

This strategic plan represents the work of parents and professionals in education, mental health, vocational rehabilitation, and social services who have prioritized how the USOE-SES can assist school districts and charter schools in preparing students with disabilities to be active, contributing adults. We are sharing this plan with our stakeholders as a means of sharing our expectations for transition planning in Utah schools and invite their interest in our goals and activities.

We are committed to excellence in education. It is our desire to provide proactive support to students, parents, schools and other state agencies in developing and implementing an effective transition planning process for students with disabilities.

## Our Story

With an ever changing society and increasing professional demands, teachers of students with disabilities need additional tools and structures to assist students in achieving their desired post-secondary goals.

The Special Education/IDEA section is a part of the Utah State Office of Education Students Services and Federal Programs Division. The Special Education/IDEA section provides assistance and support to school districts and charter schools in providing educational and transition services to students with disabilities.

## Mission Statement

The **USOE/SES mission** is—to provide leadership and support for educators and parents, to ensure students with disabilities will be better prepared to transition to further education, employment, and independent living.

## Vision Statement

The **USOE/SES vision** is—to ensure young adults with disabilities are actively participating in further education, employment, and independent living.

## Value Statement

We value transition services that are:

- individualized
- student driven
- family guided
- culturally/linguistically responsive
- community based
- student strength based
- outcome focused
- a result of sustained collaborative partnerships

# STRATEGIC ISSUE STATEMENTS

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## Team Member Roles and Responsibilities

- **Questions:**

Do all participants in the transition process understand their role and are they committed to their responsibility? This includes parents, agencies, educators, students, school counselors, and LEA administrators.
- **Factors:**

Understanding process; understand role in the process; commitment to students' post-high school outcomes; urgency of early and on-going transition planning is not recognized; collaboration between partners is critical for success; planning is personal and individual for student.
- **Strategy:**

Educate partners on what their role and responsibility is in terms of transition planning.

## Culturally and Linguistically Responsive Planning

- **Questions:**  
Do educators have the knowledge, skills, and supports to conduct meaningful transition planning in a culturally and linguistically responsive way (including planning with students lacking documentation of citizenship)?
- **Factors:**  
Awareness of a variety of culture and the consideration of culture in planning; awareness of how assumptions can impact planning; schools relationship with family being characterized by open communication about situation; impact of bias on school, agency and families' relationship. What is student's participation in the process (if not meaningfully involved they will not be committed)?
- **Strategy:**  
Infuse culturally and linguistically responsive practices into all transition professional development activities.

## Statewide Service Delivery

- **Question:**  
Do we have consistent service delivery and accountability across the state?
- **Factors:**  
Availability of resources across the state; fidelity of service delivery; inconsistency throughout the state in the quality of planning, availability of services, and follow through on the plans. Consistency means all students have access to services to meet their individualized needs (example, post secondary training program for an individual with intellectual disabilities). Consistency must include high expectations for all students.
- **Strategy:**  
Increase agency, including LEAs involvement and accountability with transition planning statewide.

# QUESTIONS AND COMMENTS

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