



Utah State
Board of
Education

Special
Education
Services

ROLES AND RESPONSIBILITIES FOR POSTSECONDARY TRANSITION COORDINATORS FOR STUDENTS WITH DISABILITIES IN A LOCAL EDUCATION AGENCY GUIDE

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ASSISTANCE DOCUMENT

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INTRODUCTION

Students with disabilities (SWD) deserve every opportunity to achieve their full potential, both academically and in their post-school lives. A critical component in realizing this potential lies in the provision of effective transition services. As students with disabilities approach adulthood, the need for well-planned and individualized support becomes paramount to ensure a smooth and successful transition from high school to further education, employment, and independent living.

This technical assistance document is designed to guide Local Education Agencies (LEAs) in understanding and implementing evidence-based practices for transition services through an assigned postsecondary transition coordinator. By establishing robust and compliant transition programming with dedicated staff, LEAs can empower students with disabilities to develop the skills, knowledge, and self-determination necessary to navigate their future with confidence and achieve meaningful post-school outcomes.

This document outlines key activities that a postsecondary transition coordinator should be engaged in to ensure that every student with a disability receives the comprehensive and effective transition services they need to prepare for the transition into adulthood.

POSTSECONDARY TRANSITION COORDINATOR GUIDE

WHAT IS A POSTSECONDARY TRANSITION COORDINATOR FOR STUDENTS WITH DISABILITIES?

Postsecondary Transition (PST) Coordinators support teachers in developing compliant and quality PST Individual Education Programs (IEPs), ensure the use of effective practices that predict postschool success and share information and resources to improve PST services in the Local Education Agency (LEA). A PST

Coordinator collaborates closely with educators, students, families, and other stakeholders to ensure that students with disabilities are prepared for their next steps into adulthood. This position is designed as a leadership role rather than a support role.

WHY IS A POSTSECONDARY TRANSITION COORDINATOR FOR STUDENTS WITH DISABILITIES IMPORTANT FOR YOUR LOCAL EDUCATION AGENCY?

Having a PST Coordinator for students with disabilities is important for an LEA because this individual plays a crucial role in ensuring that students with disabilities receive the support and resources they need to successfully transition from high school to postsecondary education, employment, or independent living. The PST Coordinator helps educators facilitate the development and implementation of effective PST plans, helps the IEP team coordinate services and supports, and works closely with students, families, and other stakeholders to ensure that students with disabilities are prepared for life after high school. This can improve post school outcomes for students with disabilities and help the LEA to meet its obligations under the Individuals with Disabilities Education Act (IDEA).

ACTIVITIES FOR POSTSECONDARY TRANSITION COORDINATORS

Consider the following tables of postsecondary transition-related activities. These tables have been divided according to [Transition Taxonomy Areas](#)¹, as follows:

- [Student Focused Planning](#)
- [Student Development](#)
- [Program Structures](#)
- [Family Engagement](#)
- [Interagency Collaboration](#)

¹ Content adapted from *Your Complete Guide to Transition Planning and Services* by Mary Morningstar and Beth Clavenna-Deane (2018) and *The Special Education Transition Specialist Standards from the Council for Exceptional Children* (2015).

Check the activities you are currently doing and think about what practices you might start implementing. Acronyms are defined at the end of the document.

STUDENT FOCUSED PLANNING

- ☐ Train teachers to write PST PLAAFPs and align PST assessment data to the PST plan
- ☐ Train teachers to develop compliant and high-quality PST plans and monitor PST plans to ensure compliance.
- ☐ Support teachers to know about and use evidence-based strategies for student involvement in IEPs.
- ☐ Facilitate the alignment and evaluation of PST services to post school outcomes through coaching educators in IEP development.
- ☐ Collect data and progress monitor to ensure students are achieving identified skills, IEP goals, and objectives to facilitate movement toward post-school success

STUDENT DEVELOPMENT

- ☐ Share information, resources, and training with school staff related to student engagement and effective strategies to ensure post school success.
- ☐ Provide information, training, and resources to school personnel, families, and students about post school accommodations and services.
- ☐ Train teachers to choose a variety of PST assessments that address students' SPINs; including gathering assessments from other team members.
- ☐ Train teachers to help students to match their SPINs with skills and demands required in postschool settings.
- ☐ Deliver self-advocacy and self-determination information and resources to educators to support students.
- ☐ Provide instructional resources and related activities addressing career awareness leading to employment preparation and postsecondary education (e.g., partnering with VR and Pre-ETS).
- ☐ Train teachers to align instructional activities and related activities with PSGs.

PROGRAM STRUCTURES

- ☐ Collaborate with all school staff to provide resources and training related to improving access to general education and meeting the needs of SWD transitioning to adulthood.
- ☐ Collect and monitor post-school outcomes data to evaluate student outcomes and make improvements to services.
- ☐ Develop, coordinate, and provide professional development for school staff related to evidence-based practices (CEC Standard 3).
- ☐ Evaluate instructional and related activities in relation to PSGs.
- ☐ Train educators on the availability and benefit of student participation in CTE pathways, CTSOs, and work-based learning opportunities.
- ☐ Advocate for PST program and policy changes to improve PST services for SWD and advocate for SWD to have access to the same educational experiences as their non-disabled peers.
- ☐ Evaluate and analyze PST indicator data (Indicators 1, 2, 13 and 14) with relevant team members in the LEA (including administrators).

FAMILY ENGAGEMENT

- ☐ Provide resources and materials to teachers to help them engage with their families before, during, and after PST planning meetings.
- ☐ Take on a leadership role with connecting families to community agencies providing programs and services needed by students.
- ☐ Provide information, resources, and training events about outside agencies to school staff and case managers to share with families and students.

INTERAGENCY COLLABORATION

- ☐ Collaborate regularly with outside community agencies and other critical transition stakeholders to ensure seamless transitions to adult services.
- ☐ Lead local interagency PST team to establish shared goals and define expectations for collaboration.
- ☐ Understand the landscape of services and support around work-based learning for students and facilitate appropriate referrals.

- Train LEA professionals, community agency personnel, and other transition stakeholders about transition to adulthood for SWD.

WHAT SKILLS AND COMPETENCIES SHOULD A POSTSECONDARY TRANSITION COORDINATOR FOR STUDENTS WITH DISABILITIES POSSESS?

- PST teaching experience
- Develop and maintain professional PST-related ethics in collaboration with community and related agency personnel, families, and students
- Have a strong knowledge of the PST laws and policies
 - [Utah State Board of Education Special Education Rules](#)
 - [Individuals with Disabilities Education Act](#)
 - [Section 504 of the Rehabilitation Act](#)
 - [Workforce Innovation and Opportunity Act](#)
 - [Americans with Disabilities Act](#)
 - [Fair Labor Standards Act](#)
 - [Every Student Succeeds Act](#)
 - [Strengthening Career and Technical Education for the 21st Century Act—Perkins V](#)
- Knowledge of the [CEC special education ST specialist standards](#)
- Familiarity with [PST effective practices and predictors of post school success](#) (requires a free login)
- Knowledge of the [Taxonomy for Transition Programming 2.0](#) (requires a free login)

HOW MUCH TIME WILL A POSTSECONDARY TRANSITION COORDINATOR FOR STUDENTS WITH DISABILITIES NEED TO FULFILL THE ROLES AND RESPONSIBILITIES?

It is recommended that the position of PST Coordinator be, at minimum, a 20 hour per week with an extended contract. Larger LEAs may require full-time or multiple PST Coordinator positions.

RECOMMENDED PROFESSIONAL DEVELOPMENT AND RESOURCES FOR POSTSECONDARY TRANSITION COORDINATORS FOR STUDENTS WITH DISABILITIES

The following courses may vary from year to year.

CANVAS COURSES

- The Postsecondary Transition Process for Students with Disabilities: Writing Compliant and Quality Postsecondary Transition Plans
 - A professional learning self-paced Canvas course designed for educators to take proactive steps to improve practices in postsecondary transition for students with disabilities.
 - Learn about and support meaningful student participation in the postsecondary transition for students with disabilities planning process in these areas:
 - Postsecondary Transition Assessments,
 - Postsecondary Goals, Postsecondary Transition Services,
 - Courses of Study, Annual IEP Goals,
 - and Other Agency Involvement
- Postsecondary Transition Assessments
 - A professional learning self-paced Canvas course designed for educators to take proactive steps to improve practices in postsecondary transition assessment for students with disabilities.
 - This course will focus on compliance and effective practices for incorporating postsecondary transition assessments for students with disabilities through a series of modules.
- Self-Determination and Self-Advocacy for Students with Disabilities
 - This self-paced course will focus on effective practices for incorporating Self-Determination and Self-Advocacy throughout the grade bands in all content areas for students with disabilities. Effective practices that align with the Predictors of Post School Success will include:
 - Considerations for Student Engagement,
 - Collaboration (Between Teachers),

- Student-Self-Monitoring,
- Functional Communication Assessments,
- Discussions with Students,
- Direct Instruction,
- Leadership Skills,
- Making choices
- Collaborating (with Students)

CANVAS COURSES—COMING SOON

- Postsecondary Transition Planning in Middle School
- Postsecondary Transition Coordinators Course

ANNUAL WEBINAR SERIES

- Building Postschool Success for Students with Complex Needs
 - This course is designed for high school and post high teachers of students with complex needs.
 - This is about student-driven teaching.
 - Teams will select a student to identify interests, skills, and support needs.
 - Building meaningful lives by teaching in community settings to foster independence.
- Using Customized Employment in the Classroom
 - 5-week course including self-paced and live virtual sessions.
 - Learn key elements of Customized Employment practices and how Discovery can be used in the classroom, as an alternative assessment, inform IEPs, and individualize work-based learning.

ONLINE TRAINING

- Workplace Supports Training
 - The Workplace Supports Training is a one-day event that provides training and technical assistance opportunities for job coaches.

VIRTUAL COMMUNITY OF PRACTICE (VCoP)

- Post School Outcomes (PSO) Survey (indicator 14) VCoP
 - This VCoP is for special education directors, transition coordinators, and post school outcomes survey coordinators and meets three times per year.
 - Participants will learn the timeline and strategies for the PSO survey process.
 - The VCoP will explore the PSO website features for implementing the PSO survey and utilizing data and reports to improve transition services for students with disabilities in their LEA.
- Annual Institute on postsecondary transition for Students with Disabilities Team Leaders VCoP
 - Technical assistance for Transition team plan implementation
 - Presentations on Transition-related topics
 - Sharing successes and barriers in Transition team planning
 - Q & A
- Adult Education & Special Education VCoP
 - Explore effective practices and the impacts of special education in adult education settings while coming together three times a year with:
 - Special educators
 - School counselors
 - Family and Community Engagement Specialists
 - Youth in care programs
 - General Educators
- Inclusive Practices Roundtables
 - Come together with fellow educators to learn, share and explore inclusive practices across Utah!
 - There will be built-in time to ask, share and collaborate with other special and general education teachers as well as experts.
 - These roundtables will meet on a virtual platform seven times per year.
- Postsecondary Transition Planning in Middle School

- Start postsecondary transition planning early! Learn skills and strategies in a variety of topics to implement in your setting. Engage in discussions and network with other middle school educators. Live sessions with presenters from the field.
- PST Coordinators VCoP
 - Coming soon!

ADDITIONAL PROFESSIONAL LEARNING OPPORTUNITIES

- [Monthly Postsecondary Transition Talks](#)
 - Monthly discussion sessions on topics related to effective postsecondary transition for students with disabilities planning
- [Annual Institute on Postsecondary Transition for Students with Disabilities](#)
 - Effective postsecondary transition for students with disabilities requires a team of people working in concert with one another to achieve satisfactory postsecondary education and employment outcomes for students with disabilities.
 - This institute is organized to enhance your team's collaboration and efforts to improve postsecondary transition for students with disabilities outcomes.
- [Transition Coalition Self-Studies \(TCSS\)](#)
 - 12-week course completed as a LEA team with coaching and support from the Transition Coalition with two topic options:
 - IDEA and Postsecondary Transition
 - Building a Transition Assessment Toolkit

MICROCREDENTIALS

- Demonstrate Competencies in the following areas:
 - [Compliant and Quality Postsecondary Transition Plans](#)
 - Secondary transition plans for students with disabilities will meet the indicator 13 compliance requirements and incorporate effective practice to improve post school outcomes for students with disabilities.
 - This includes:
 - Development of assessments

- Postsecondary goals
 - Postsecondary transition services
 - Courses of study
 - Annual IEP goals
- [Postsecondary Transition Assessments for Students with Disabilities](#)
 - Postsecondary Transition assessments for students with disabilities are ongoing and do not refer to a specific tool but the process of learning about the student and the student learning about themselves.
 - This includes identifying the student's:
 - Strengths
 - Preferences
 - Interests
 - Needs

APPENDIX

RESOURCES

- Book: *Your Complete Guide to Transition Planning* by Mary E. Morningstar and Beth Clavenna-Deane
- Book: *Universal Design for Transition* by LaRon A. Scott and Colleen A. Thoma
- Book: *Building Alliances: A How-To Manual to Support Transitioning Youth* by Valerie L. Mazzotti and Dawn A. Rowe
- Book: *High-Leverage Practices for Students with Disabilities* by CEC and CEEDAR
- Padlets: [Utah Postsecondary Transition Resource Padlets](#)
- Tool: [Postsecondary Transition Elevated Planning App](#) (go to resources tab)
- Website: [USBE Postsecondary Transition and Graduation](#)
- Website: [National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#)
- Website: [Transition Coalition](#)
- Website: [Iris Center](#)
- Other Resources can be found at this Website: [Utah Postsecondary Transition Elevated website](#)

DEFINED TERMS AND ACRONYMS

- **CEC:** Council for Exceptional Children
- **CTE:** Career and Technical Education
- **CTSOs:** Career and Technical Student Organizations
- **Effective practices:** Methods, techniques, or strategies that have been shown through research and evaluation to be successful in achieving desired outcomes.
- **IEP:** Individual Education Program
- **Indicator 1:** Graduation Rate for students with IEPs
- **Indicator 2:** Dropout Rate for students with IEPs
- **Indicator 13:** Compliant Postsecondary Transition Plans
- **Indicator 14:** Post School Outcomes
- **LEA:** Local Education Agency

- **PLAAFP:** Present Levels of Academic and Functional Performance
- **Pre-ETS:** Pre-employment transition services
- **Predictors:** Evidence-based practices that have been shown to improve post-school outcomes for students with disabilities
- **PSGs:** Postsecondary Goals
- **PSO:** Post School Outcomes
- **PST:** Postsecondary Transition
- **SPINs:** Strengths, Preferences, Interests, and Needs
- **Stakeholders:** A person, group, or organization that has an interest or concern in something
- **SWD:** Students with Disabilities
- **VR:** Vocational Rehabilitation