



**THE HEART  
OF IT ALL™**

**Ohio.org**

# OSSPEAC Conference

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**Secondary Transition and Workforce Development  
Consultant, Office for Exceptional Children**

**October 13, 2025**



**Department of  
Education &  
Workforce**

# Vision

*Ohio students are prepared for success in the real world.*



# Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

# EDUCATION PRIORITIES



**Literacy:** Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



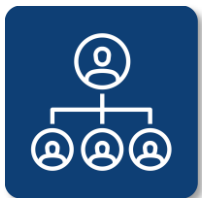
**Accelerating Learning:** Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



**Student Wellness:** Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



**Workforce Readiness:** Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



**Organizational Effectiveness:** Delivering high-quality services and resources to strengthen Ohio's education community.

# WORKFORCE READINESS

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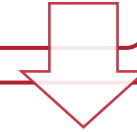
Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



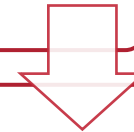
**Department of  
Education &  
Workforce**

# AGENDA

Special Education Data



IEP Transition Plan



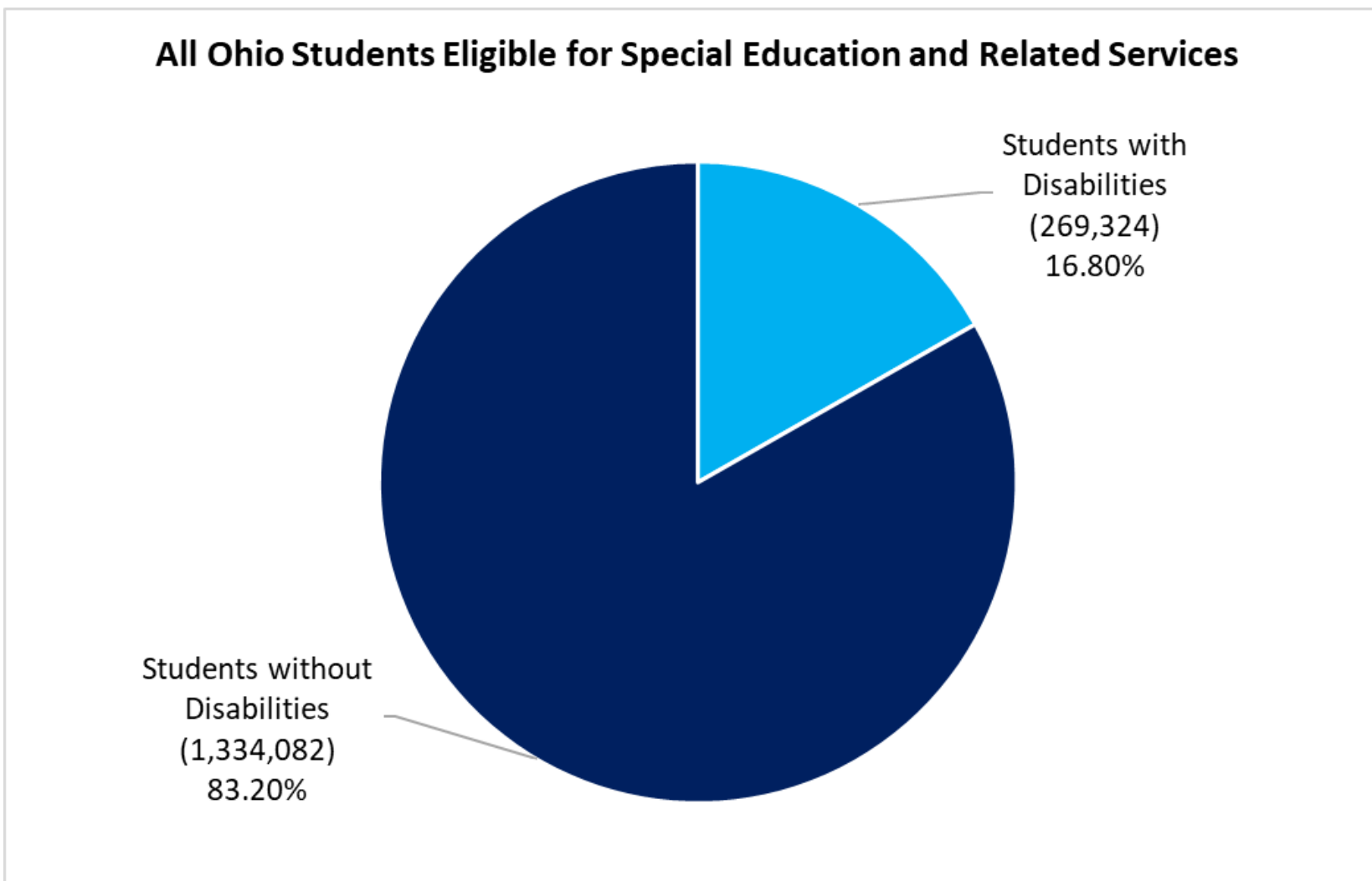
Effective Practices



Resources & Opportunities

# Special Education Data

# ALL OHIO STUDENTS K12 AND % OF SPECIAL EDUCATION STUDENTS 2023-2024 SCHOOL YEAR





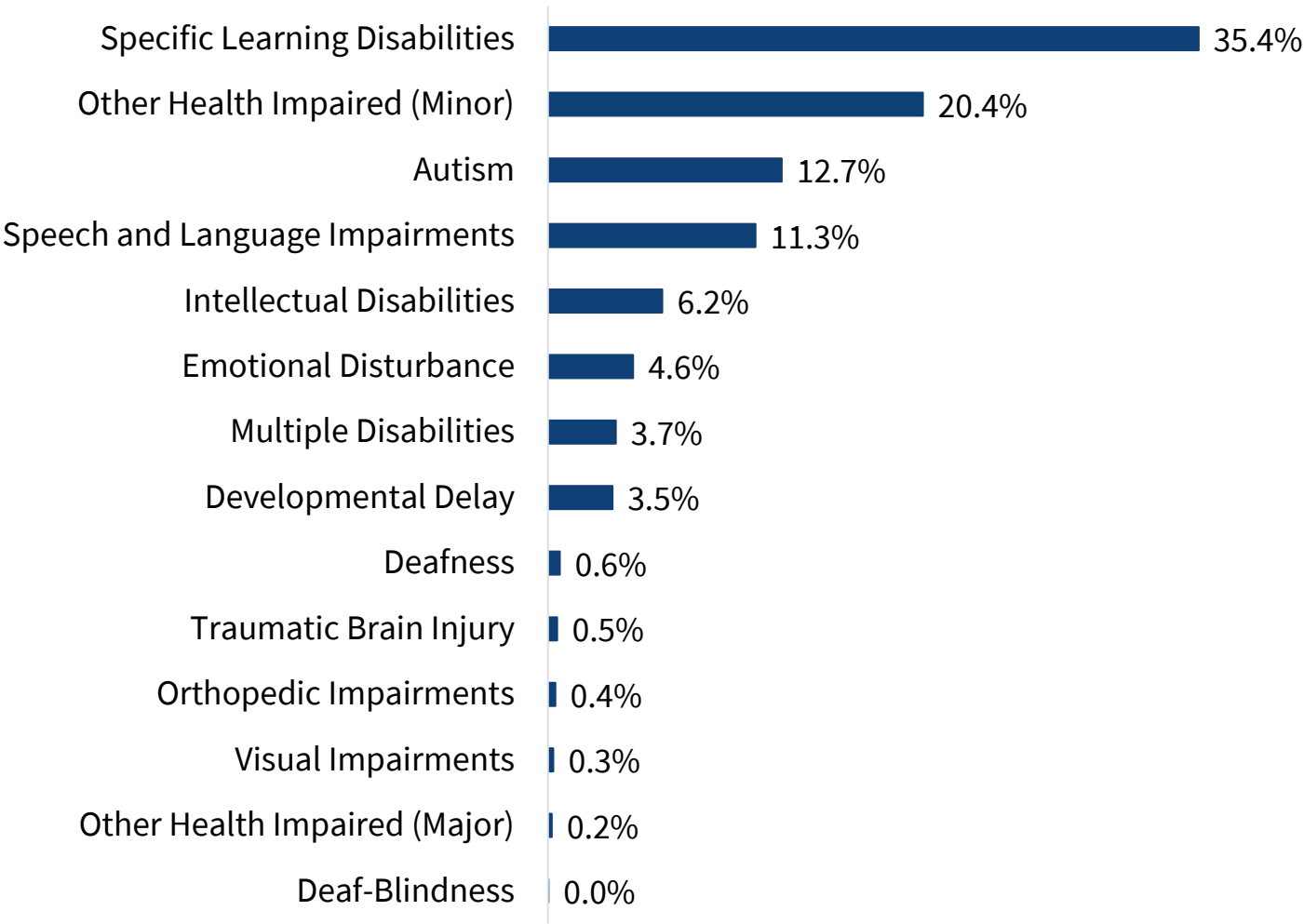
# OHIO'S STUDENTS WITH DISABILITIES



## Ohio's Student Enrollment by Disability

Category

2023-2024



# Special Education Indicators

## Essential Questions

Are young children with disabilities entering kindergarten ready to learn?

- Indicator 6: Preschool Educational Environments
- Indicator 7: Preschool Outcomes
- **Indicator 12: Early Childhood Transition from Part C to Part B**

Are children with disabilities achieving at high levels?

- **Alternate Assessment Participation**
- Indicator 3: Assessment Participation and Performance

To what extent do students with disabilities have access to the general education environment?

- **Indicator 4: Suspension and Expulsion**
- Indicator 5: School-age Educational Environments

Are youth with disabilities prepared for life, work and postsecondary education?

- **Indicator 1: Graduation**
- **Indicator 2: Dropout**
- **Indicator 13: Secondary Transition**
- Indicator 14: Postsecondary Outcomes

Does the district implement IDEA to improve services and results for children with disabilities?

- **Indicator 8: Facilitated Parent Involvement**
- **Indicator 11: Initial Evaluation Timelines**
- Indicator 18: General Supervision (Timely Correction of Noncompliance)
- Valid and Reliable Data

Are children receiving equitable services and supports?

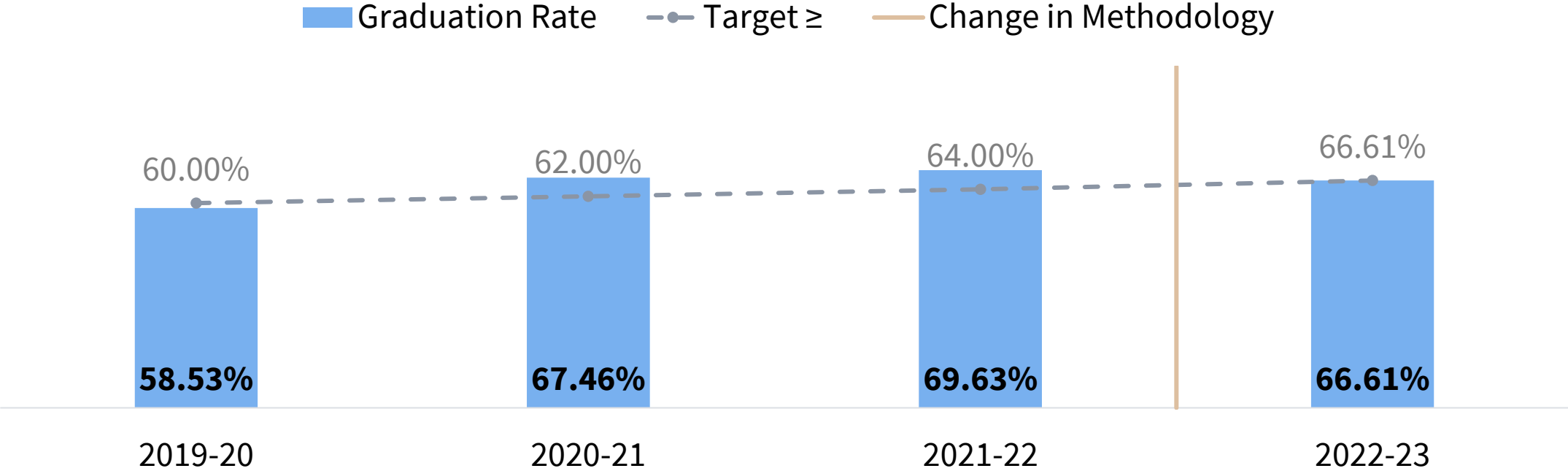
- **Disproportionate Representation (Indicators 9 and 10)**
- **Disproportionality: Identification of Students with Disabilities**
- **Disproportionality: Placement of Students with Disabilities**
- **Disproportionality: Discipline of Students with Disabilities**

## 2023-2024 STATE DATA: ESSENTIAL QUESTION 4

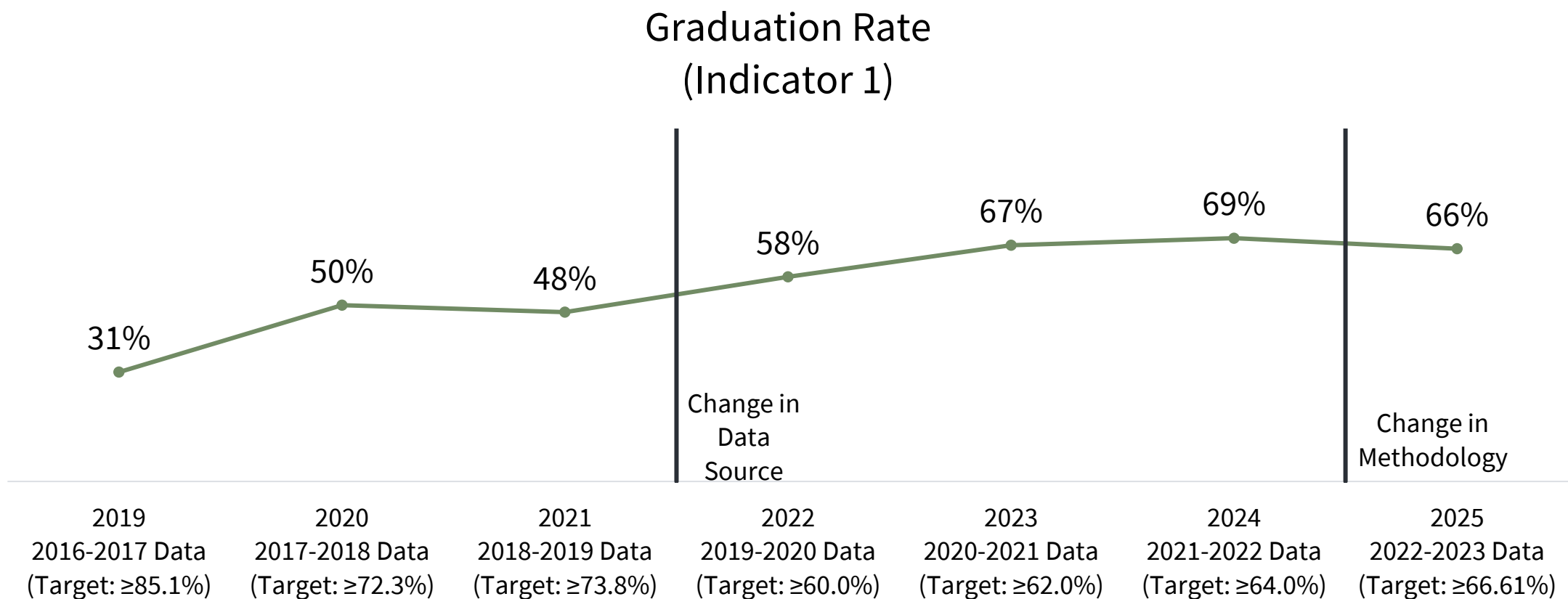
**Are youth with disabilities prepared for life, work, and postsecondary education?**

# Graduation Rate (Indicator 1)

Percentage of Youth Ages 14-21 Who Exited Special Education Due to Graduating with a Regular High School Diploma



# Ohio's Graduation Rate (Indicator 1)

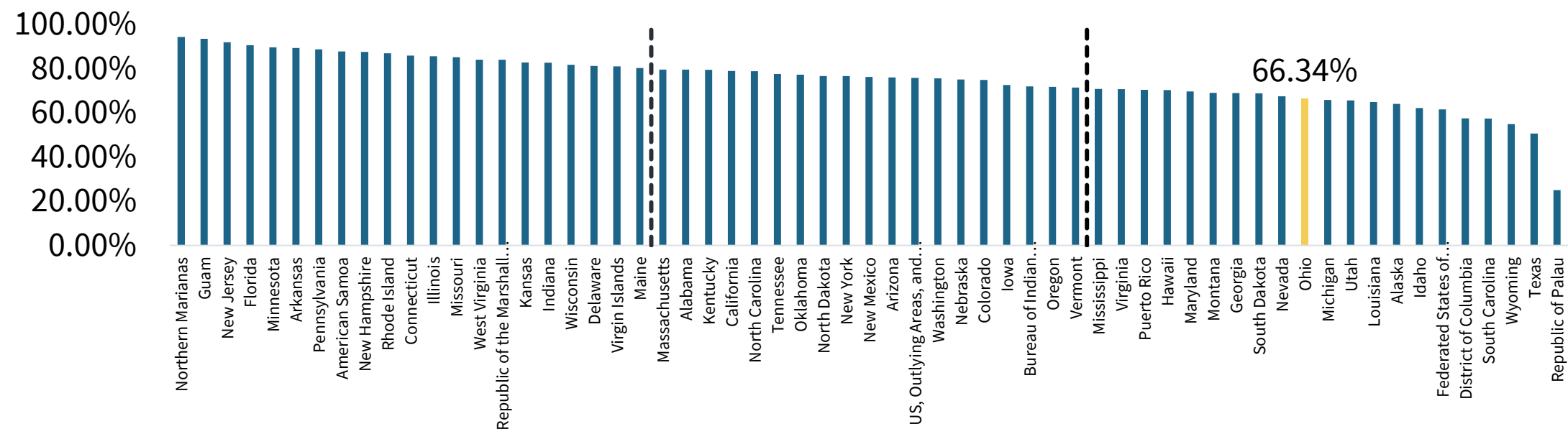


Data Source: U.S. Department of Education, Office of Special Education Programs (2024, August 6). *IDEA Section 618 Data Products: State Level Files Part B Exiting*. Retrieved June 23, 2025, from <https://data.ed.gov/dataset/idea-section-618-state-part-b-exiting/resources>



# Nationwide Graduation Rates

## Graduation Rate (Indicator 1) 2022-2023

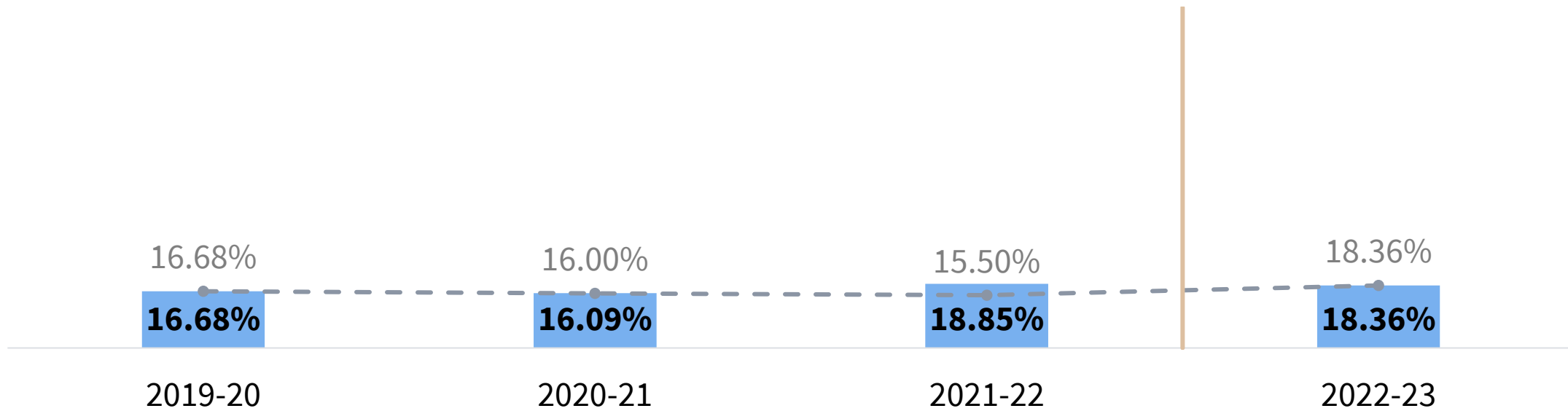


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# Dropout Rate (Indicator 2)

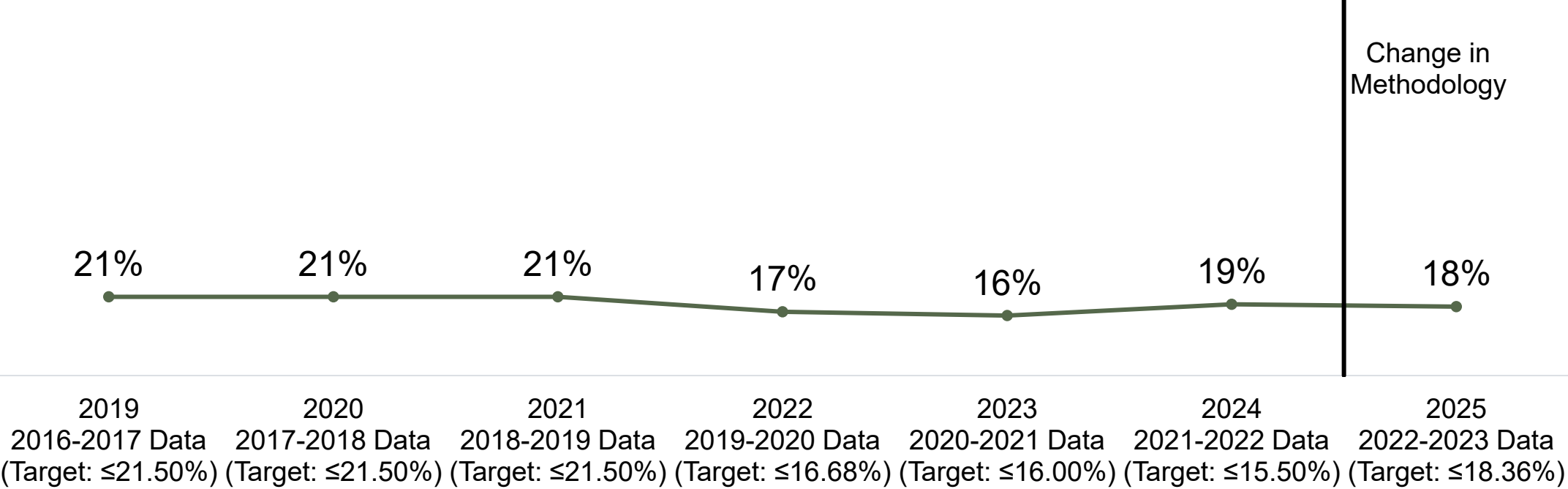
Percentage of Youth Ages 14-21 Who Exited Special Education Due to Dropping Out

Dropout Rate    Target  $\leq$     Change in Methodology



# Ohio's Dropout Rate (Indicator 2)

## Dropout Rate (Indicator 2)

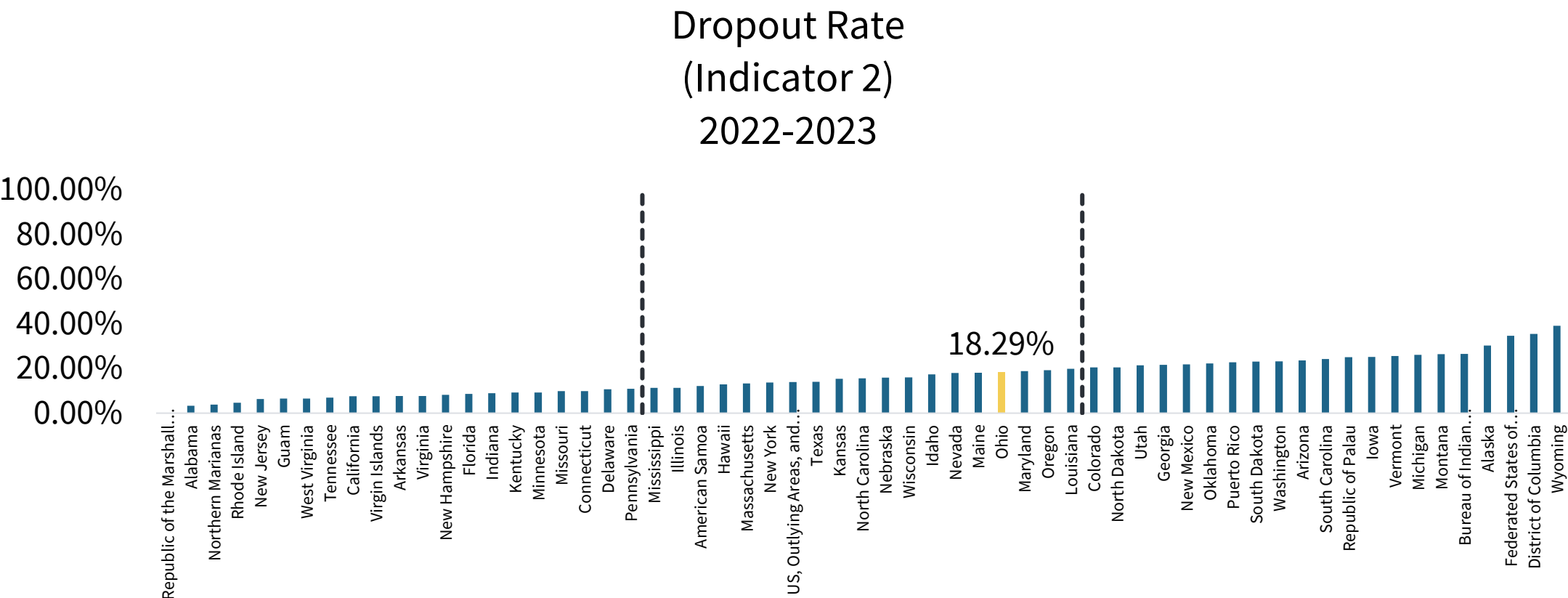


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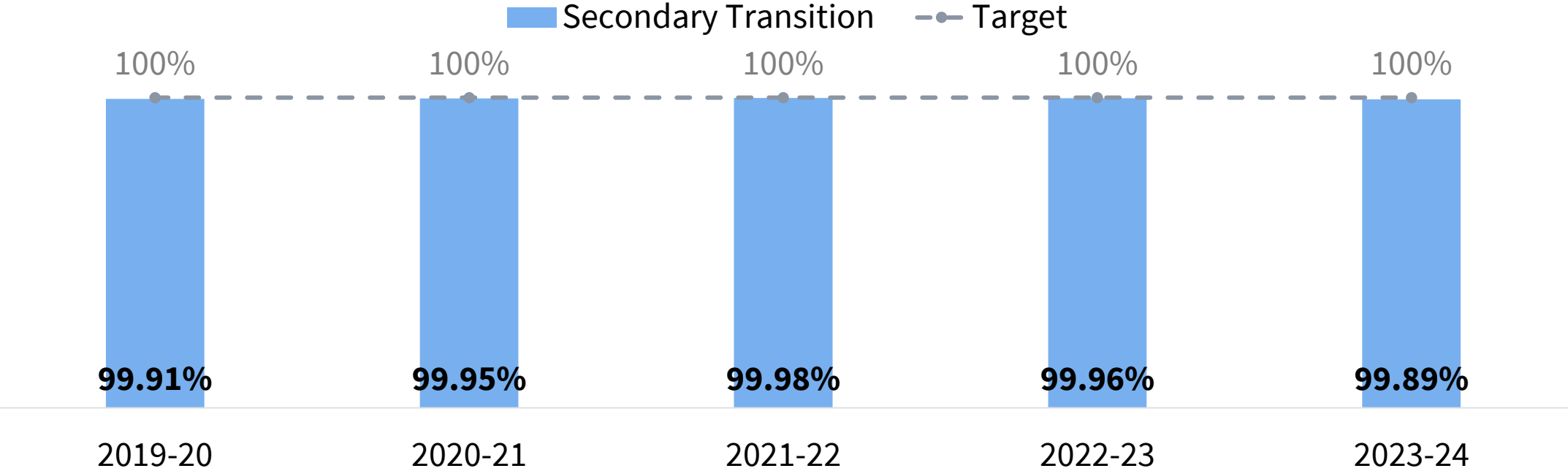
# Nationwide Dropout Rates



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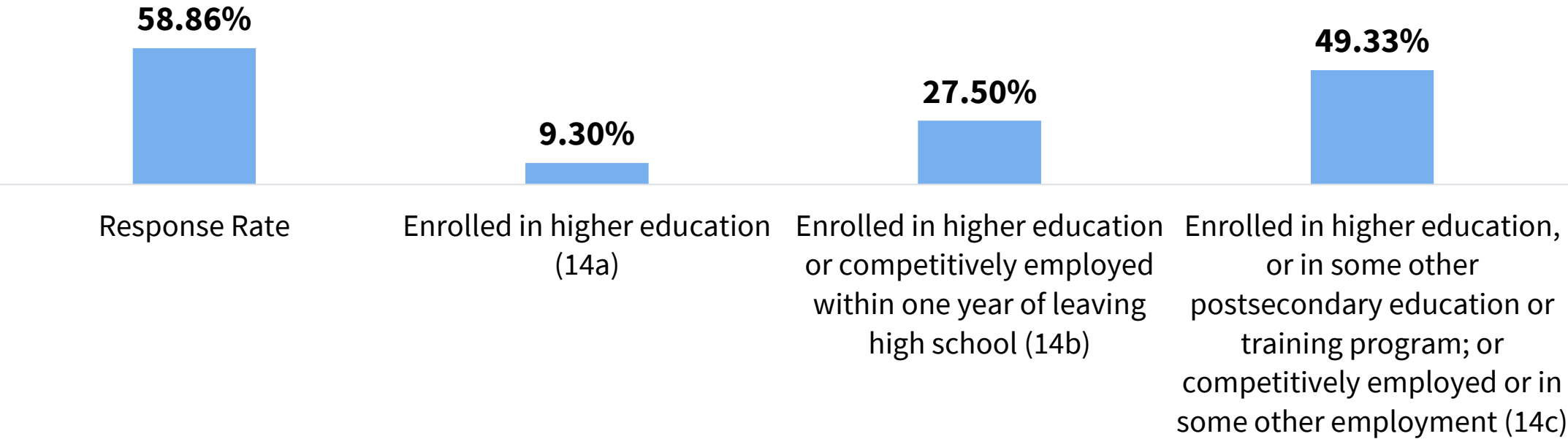
# SECONDARY TRANSITION (INDICATOR 13)

Percentage of Youth with IEPs Aged  $\geq 16$  with IEPs That Contain Each of the Required Components for Secondary Transition

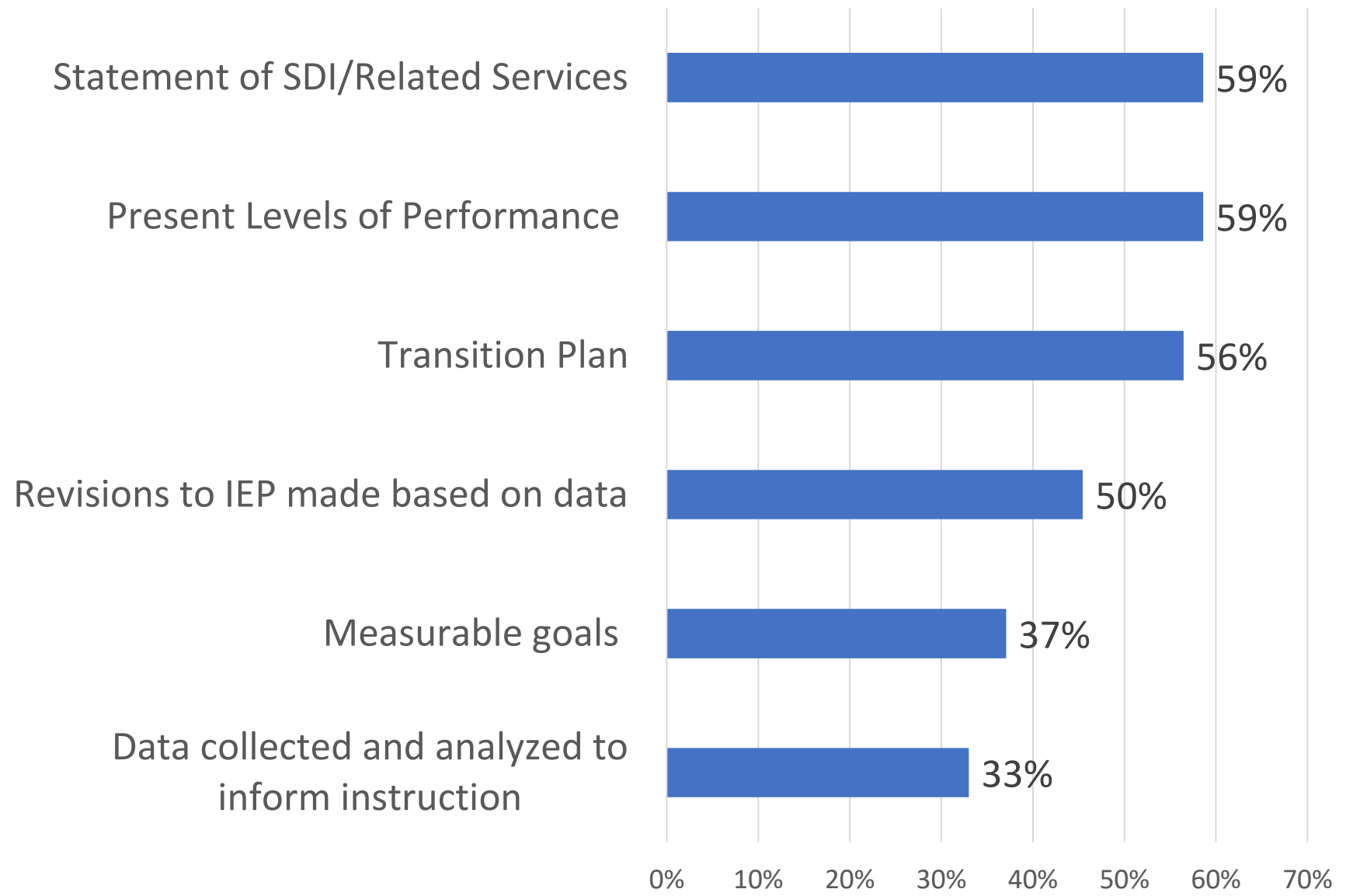


# POSTSCHOOL OUTCOMES (INDICATOR 14)

Percentage of Respondent Youth  
2023-24

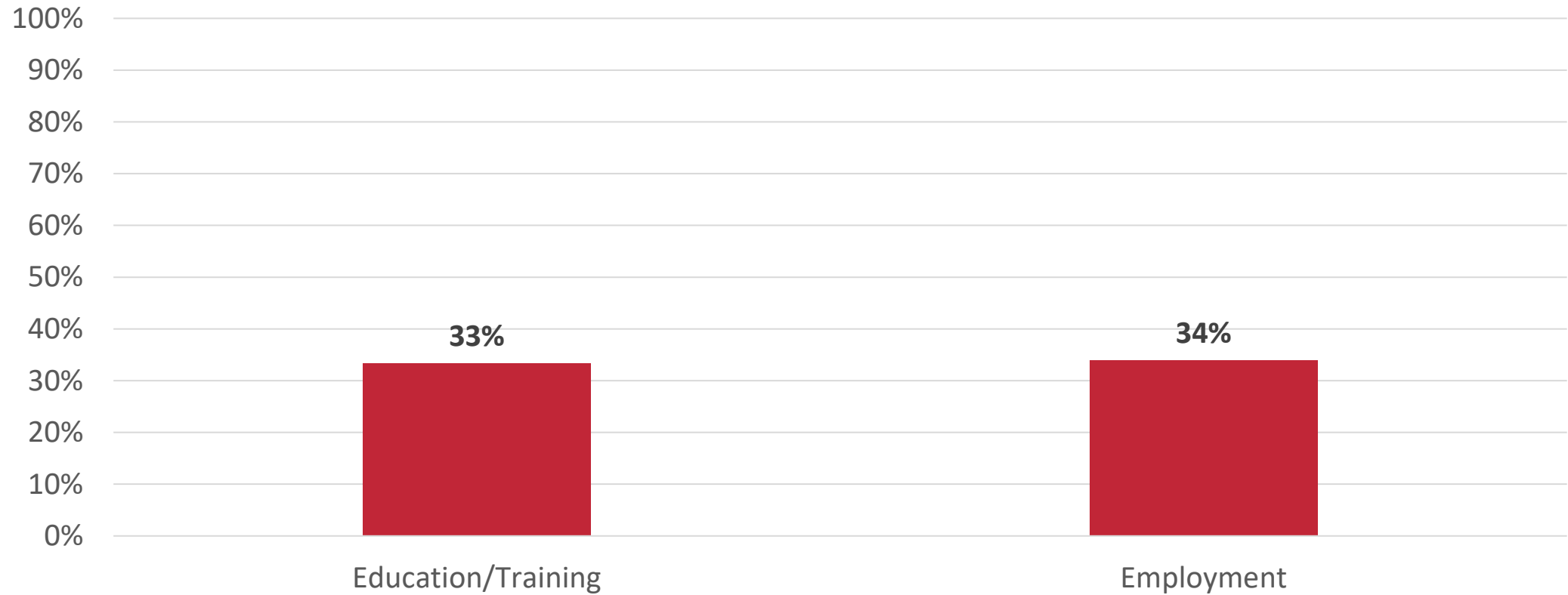


# IEP FINDINGS



# IEP TRANSITION PLAN FINDINGS

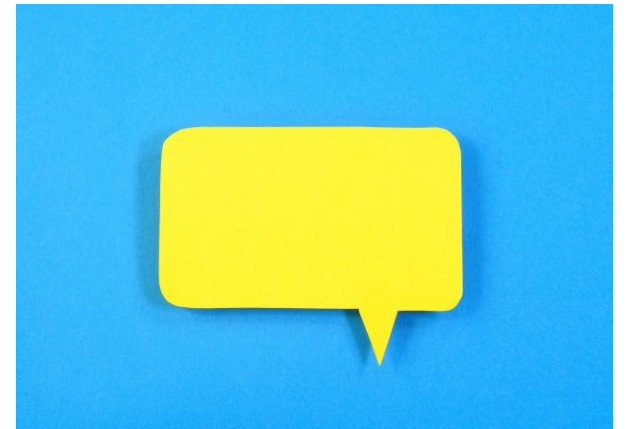
## Transition Services



# HOW DOES YOUR WORK...

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Impact these data?



# WORK WITH THE END IN MIND

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How can you support transition planning BEFORE an Ohio student with an IEP turns 14?

<https://ohioemploymentfirst.org/early-transition-planning>

# IEP Transition Plan



# FREQUENTLY ASKED QUESTION

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How do I document the services I provide to a transition-age student in the IEP?

# IEP PART 5 COMPONENTS

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- Age-Appropriate Transition Assessment (AATA)
- Measurable Postsecondary Goals
- Transition Services
- Course of Study
- Annual Goals related to Transition Needs
- Targeted Date to Graduate

# AATA

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- Preferences
- Interests
- Needs
- Strengths

## **In Relation to the Postsecondary Goals**

[Age-Appropriate Transition Assessment Planning Guide](#)

# MEASURABLE POSTSECONDARY GOALS

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- Education/Training
- Competitive Integrated Employment
- Independent Living (when data supports a need)

# TRANSITION SERVICES

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- Coordinated set of activities within a results-oriented process
  - Instruction
  - **Related Services**
  - Community Experiences
  - Development of Employment Objectives
  - Development of Post-school Adult Living Objectives

# SUMMARY OF PERFORMANCE

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- Summary of Student's Academic and Functional Performance
- Recommendations to Assist Student in Meeting Postsecondary Goals
- Student Input

# HOW DOES YOUR SPECIFIC WORK...

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- Contribute to the age-appropriate transition assessment process?
- Inform development of a postsecondary goal?
  - Competitive integrated employment
  - Training/Education
  - Independent living
- Support the provision of transition services?
- Inform the Summary of Performance?



# Effective Practices



# IN-SCHOOL PREDICTORS OF POSTSCHOOL SUCCESS FOR STUDENTS WITH DISABILITIES

NTACT THE COLLABORATIVE		IDEAs that Work	
Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

- Self-Determination/Self-Advocacy
- Social Skills



[NTACT:C All Predictors](#)

# RESEARCH-BASED PRACTICES FINDINGS

- CIRCLES
- Community-based instruction
- Mentoring
- Multi-Modal Anxiety and Social Skills Intervention (MASSI)
- One-more-than strategy
- Person-Centered Planning
- Response Prompting
- Take Charge Curriculum
- Self-Determined Learning Model of Instruction (SDLMI) -goal setting and attainment
- Self-management instruction
- Simulation
- Student-directed transition planning lesson package
- Video modeling

# EVIDENCE-BASED PRACTICES FINDINGS

- Check and Connect
- EnvisionIT Curriculum
- Parent Training
- Project SEARCH
- Self-advocacy Strategy
- Self-Determined Learning Model of Instruction
- Self-directed IEP
- Take Charge Curriculum
- Video Modeling



# EVIDENCE-BASED & RESEARCH-BASED PRACTICES



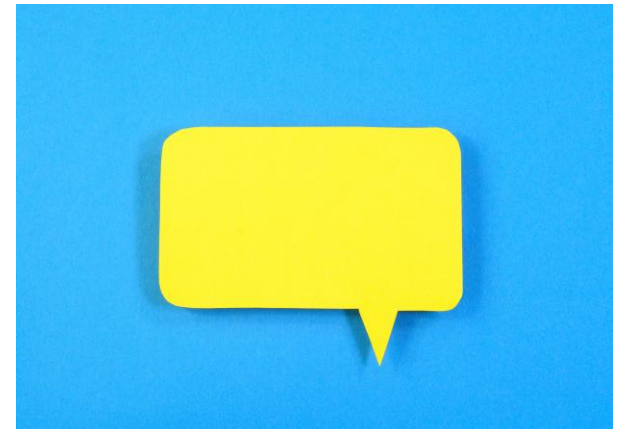
[NTACT: Lesson Starters](#)

Lesson Starter Title	Practice Descriptions
Academic Skills	
<u><a href="#">Envision IT</a></u>	<u><a href="#">Envision IT</a></u>
<u><a href="#">Mentoring to Teach STEM Involvement Skills</a></u>	<u><a href="#">Mentoring to Teach STEM Involvement Skills</a></u>
Community Engagement Skills	
<u><a href="#">Community-Based Instruction to Teach Purchasing Skills</a></u>	<u><a href="#">Community Based Instruction to Teach Purchasing Skills and Social Behaviors</a></u>
<u><a href="#">Community-Based Instruction to Teach Safety Skills: Calling for Help When Lost</a></u>	<u><a href="#">Community-Based Instruction to Teach Safety Skills</a></u>
<u><a href="#">One-More-Than Strategy to Teach Purchasing Skills</a></u>	<u><a href="#">One-More-Than Strategy to Teach Purchasing Skills</a></u>
<u><a href="#">Response Prompting to Teach Grocery Shopping Skills</a></u>	<u><a href="#">Response Prompting to Teach Grocery Shopping Skills</a></u>

# HOW CAN YOU...

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Implement effective practices in secondary transition?



# Resources & Opportunities

# OHIO STATE SUPPORT TEAM

## SECONDARY TRANSITION CONSULTANTS



Region 1- [Aaron Weisbrod](#)

Region 2- [Melissa Wagner](#)

Region 2 – [Stefanie Nickels](#)

Region 3- [Chris Kalina](#)

Region 3 – [Matthew Dugovics](#)

Region 4- [Janice Abram](#)

Region 5- [Chris Canaan](#)

Region 6- [Kim Moritz](#)

Region 7- [Shannon Federinko](#)

Region 7 – [Olivia Siegfried](#)

Region 8- [Helen Brophy](#)

Region 9- [Andrea Ciavarelli](#)

Region 10- Open

Region 11- [Kim LeGault](#)

Region 12- [Georgia Pavlic-Roseberry](#)

Region 13- [Megan Horstmeier](#)

Region 14- [Amy Luttrell](#)

Region 15- [Johnda Cantrell](#)

Region 16- [Malinda Johnston](#)

# OHIO STATE SUPPORT TEAM

## CAREER-TECHNICAL PLANNING DISTRICT CONSULTANTS



Region 1- [Lisa Hite](#)

Region 2- [Kenny Searight](#)

Region 3- [Chris Kalina](#)

Region 3 & Mike

Region 4- [Janice Abram](#)

Region 5- [Jodi Glaser](#)

Region 6- [Ray Blevins](#)

Region 7- [Julie Frankl](#)

Region 8- [Stacia Kaschak](#)

Region 9- Krista Alison

Region 10- Open

Region 11- [Rhodeshia Young-Willingham](#)

Region 11 – Erin Curtis

Region 12- Lydia Brodegard

Region 13- [Melissa Solazzo](#)

Region 14 & 15- [Mike McCoy](#)

Region 16- [Malinda Johnston](#)



# KEY RESOURCES

- [National Technical Assistance Center on Transition: the Collaborative](#)
- [Secondary Transition and Workforce Development for Students with Disabilities](#)
- [Secondary Transition Universal Support Materials](#)
- [OICALI LifeSpan Transitions Center](#)
- [Ohio Employment First](#)

# SECONDARY TRANSITION MODULES

- The Secondary Transition for Students with Disabilities Modules are accessed from the Learning Management System link within your [OH|ID account](#). Enrollment in the modules requires an Ohio educator license.
- **Don't have a license? Don't worry! Please [click here](#) for alternate access.**

<u>Student-Focused Planning</u>	How do I help my students plan for the future?
<u>Student Development</u>	What skills do my students need to meet their postsecondary goals?
<u>Interagency Collaboration</u>	How do I involve agencies in postsecondary planning?
<u>Program Structure</u>	What foundational elements are necessary to effectively implement transition services?
<u>Family Engagement</u>	How do I engage families in postsecondary planning?



# OHIO SECONDARY TRANSITION ROAD MAP



Families of Students with IEP

## SECONDARY TRANSITION Roadmap

FOR FAMILIES WITH CHILDREN WITH  
DISABILITIES, AGES 3-21  
PREPARING FOR YOUR ROAD TRIP



*Click on these icons throughout for applicable information you may need for your trip.*



*Link coming soon!*



### Grades 6-8

School districts are required to develop a success plan for students who are at risk for dropping out, based on the school's career advising policy.



### 9th Grade

School districts are required to:

- develop and maintain a graduation plan for all students entering grades 9 through grade 12
- notify a parent each year a student is identified at-risk of not qualifying for a high school diploma



### Service Plaza 2

1

### Grades PK-5

It's never too early to think about the hopes and dreams you have for your child; view the early childhood roadmap for more information.



2



3

### Turning 14 Years Old

School districts are required to create a Transition Plan in the IEP that takes effect when the student turns 14 or younger if appropriate. Ohioans with disabilities are eligible to apply for vocational rehabilitation services with [Opportunities for Ohioans with Disabilities](#)



4

### Service Plaza 1



5

### 16 Years Old

If your child is receiving county board of developmental disabilities services, eligibility is reviewed at this time.



# MULTIAGENCY PLANNING (MAP) TOOL

OHIO MAP TOOL.ORG

MAP is a systems transformation tool that brings together agencies to collaboratively design processes that **support successful transitions for youth and families.**

- [Focuses on cross-agency agreements and shared goals](#)
- Develops streamlined plans to reduce service duplication
- Enhances communication and professional development across agencies

Established MAP Teams in the following counties:	Belmont
	Crawford
	Hancock
	Lake
	Putnam
	Cuyahoga
	Muskingum
	Defiance
	Paulding
	Trumbull Hamilton
	Scioto
	Montgomery
	Wayne



# BECOMING A PRE-ETS PROVIDER GRANT

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- School districts
- Educational Service Centers
- Career Technical Centers

Funds to become an Opportunities for Ohioans with Disabilities (OOD) providers for the delivery of Pre-Employment Transition Services (Pre-ETS).



**Department of  
Education &  
Workforce**

# WHAT ARE PRE-ETS?

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## **Pre-ETS includes 5 services:**

- Job Exploration Counseling
- Work Based Learning
- Counseling on Postsecondary Opportunities
- Workplace Readiness Training
- Instruction in Self Advocacy



**Department of  
Education &  
Workforce**

# TRANSITION TO WORK ENDORSEMENT (TTW)

- The TTW Endorsement can be added to the intervention specialist, career-technical teaching or professional pupil services license or certificate after completion of the licensure plan
- Gain advanced knowledge and skills to prepare secondary students with disabilities for adult life
- Coursework required varies with program
  - Bowling Green State University
  - Kent State University
  - University of Cincinnati
  - University of Toledo
  - Xavier University



<https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-and-Workforce-Development/Transition-to-Work-Endorsement>



# THANK YOU!

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Contact Me!

[Amy.Szymanski@education.ohio.gov](mailto:Amy.Szymanski@education.ohio.gov)



# QUESTIONS?

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EDUCATION.OHIO.GOV



**Department of  
Education &  
Workforce**

