

Strengthening Post-Secondary Transition Supports

A Guide for Special Education Directors

Presented by the Office of Special Education:

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January 2026

About the Presenters



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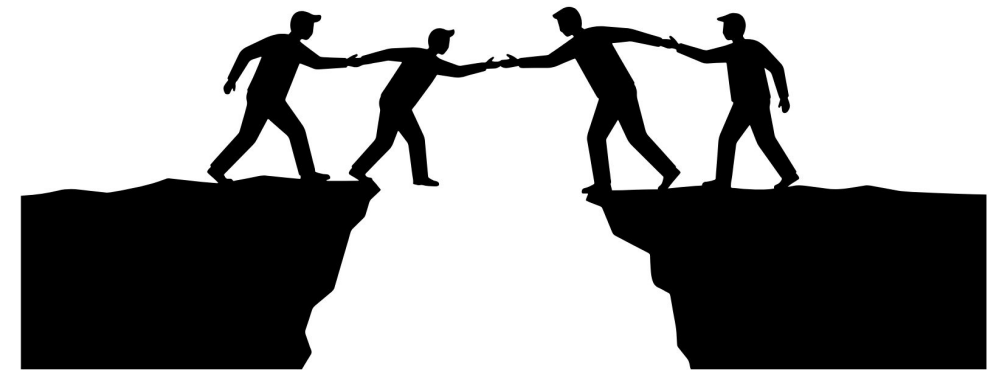


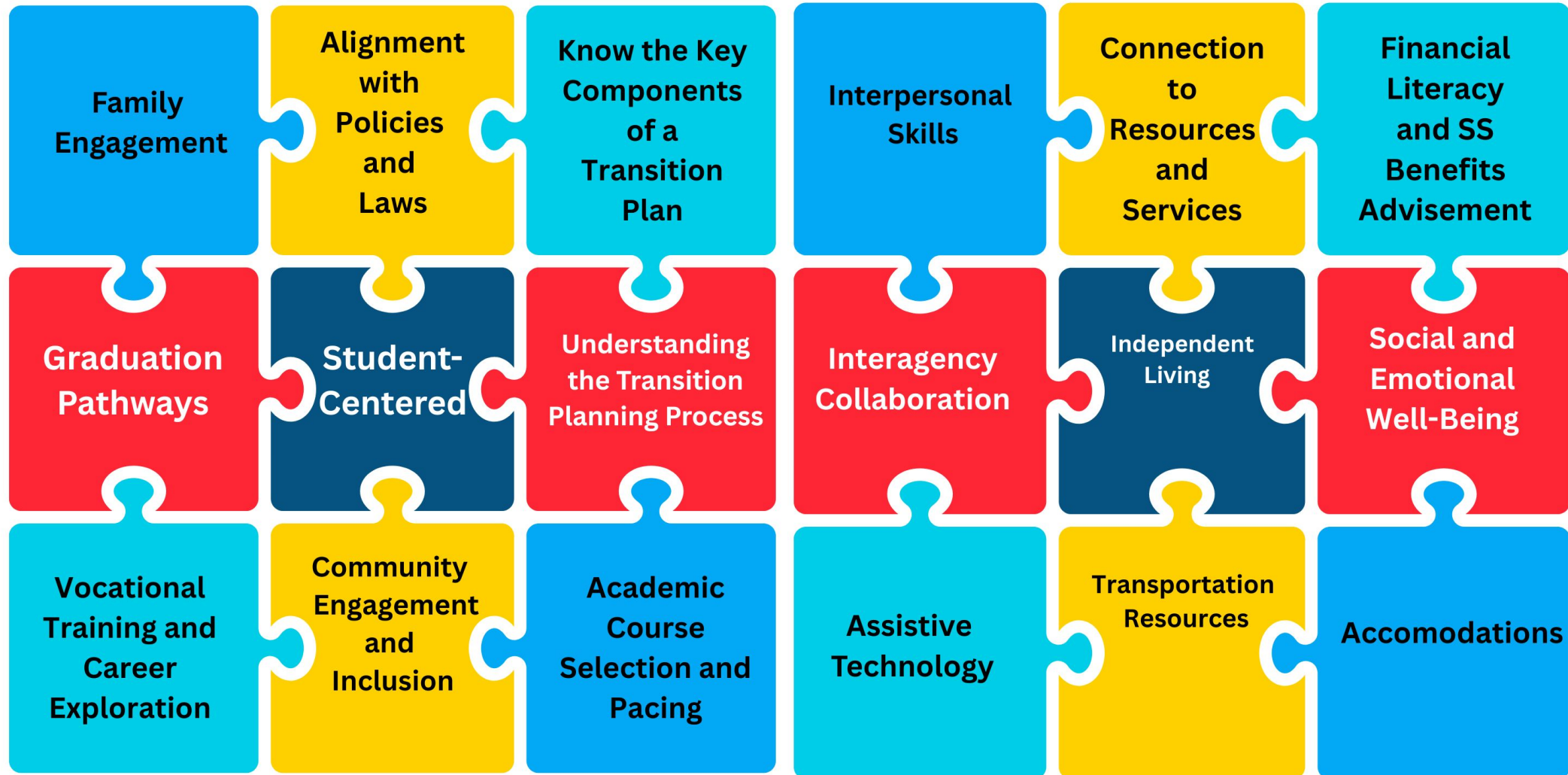
Learning Objectives

- Develop a deeper understanding of transition planning and timelines
- Build capacity and strategies for interagency collaboration within transition teams
- Utilize supports and resources in training staff and families

Creating the Transition Planning Bridge

Work with your team to put the pieces in the correct order to create the “Transition Planning Bridge.”





What is Transition Planning?

- A results-oriented process designed to help students with exceptionalities prepare for life after high school.
- Helps students move from school to adult life: college, jobs, and/or living independently.
- The process is highly personalized and focuses on the student's strengths, interests, and needs.
- It is a continuous process reviewed yearly.



Why is Transition Planning Important?

- It empowers students to take ownership of their future.
- It builds a network of support between schools, families, and community agencies.
- It ensures the student's educational path aligns with their long-term, adult goals.



The Transition Planning Team



When Does Transition Planning Begin?

- In New Mexico, it starts at age 14, or earlier if appropriate.
- The Next Step Plan is required in grades 8th through 12th.
- Early intervention (Part C) to Part B transition occurs by age 3.

(Per NMAC 6.31.2, Section 22-13-1.1)

Key Components of a Robust, Student-Centered Transition Plan

- Post-secondary goals: education, employment, and living
- Age-appropriate assessments
- Course of study aligned with goals
- Services, supports, and inter-agency coordination
- Annual Measurable Goals



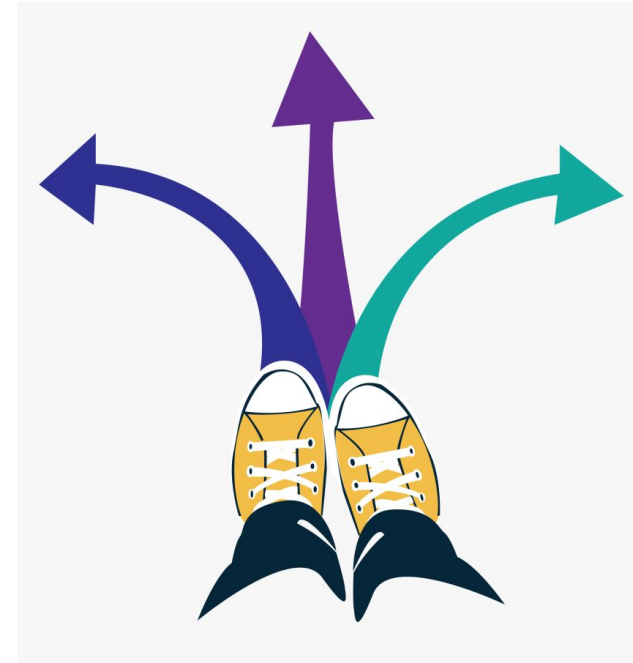
Key Areas to Focus On

- Student's interests and strengths:** Tailor the plan to specific needs
- Post-secondary goals:** Identify long-term measurable goals for education, employment, and independent living
- Transition services:** Know what activities, instruction, related services, and community experiences are available to help the student achieve goals
- Assessment and skill development:** Know what strategies can build essential skills in vocational interests, daily living, and executive functioning



Challenges and Common Pitfalls

- Waiting too late to plan
- Vague or unrealistic goals
- Lack of agency control
- Ignoring life skills
- Poor documentation of responsibilities



Impact of Academic Course Selection and Pacing

- Curriculum and course selection are important considerations
- Does the general studies curriculum meet requirements to attend a 4-year college?
- Course waivers can limit higher-education options
- Understand student's post-secondary goals
- Consider course pacing – flexibility may be necessary including length of time to complete secondary programs

Graduation, Exit, and Summary of Performance

- IEPs must align with NM content standards.
 - Schools must provide a Summary of Performance at exit.
 - Services may continue up to age 22 if needed. *
- * Even if a student has met academic requirements on the standard pathway, services may still need to continue depending on social, emotional, independent living, life skill, or employability skill needs and goals identified in the transition plan.



Pre-Employment Transition Services (Pre-ETS)

Pre-ETS: Represents the earliest of services available for students with disabilities.

- **Job Exploration Counseling:** Motivate students to research career paths to make informed decisions based on strengths, interests, and values.
- **Work Based Experience:** Help students gain valuable work experience through internships or part-time jobs and provide specialized, supported employment opportunities.
- **Workplace Readiness Training:** Comprehensive skill-building for workplace success, job-hunting skills, resume writing, interviewing, adaptability, and punctuality.
- **Self Advocacy:** Help students learn their rights and needs, teach effective communication by requesting help listening, goal setting, problem solving skills, and identifying and asking for support.
- **Post Secondary Education:** Help students identify the education that is needed for their desired career. Discuss scholarships and financial aid with students and support them in the application process.

Independent Living and Interpersonal Skills

Independent Living Skills	Interpersonal Skills

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Independent Living Skills	Interpersonal Skills
<ul style="list-style-type: none">• Daily living• Personal health• Financial management skills• Day-to-day task management• Self-care• Budgeting resources	<ul style="list-style-type: none">• Effective communication• Empathy• Teamwork• Resiliency• Conflict resolution skills• Opportunities for collaboration in community projects

Community Mapping for Community Engagement

- Community mapping is a set of tools that help you chart people, places, and resources in your community that make life meaningful.
- Community mapping begins with the person you are working with. It focuses on their strengths, interests, and community resources.
- A good community map will:
 - create a visual chart of what exists in the community
 - expand expectations
 - lead to relationship-building



PFE Community Mapping Video Resources

**Person
Centered
Planning**

Inclusion

**What is a
Community
Map**

**Concentric
Circles**

**Basic Web
Search**

**Organizing
Your
Information**

**Planning an
Introductory
Phone Call**

**Researching for
an
Informational
Interview**

Full Training
Here



**Hosting an
Informational
Interview**

**Employer
Education**

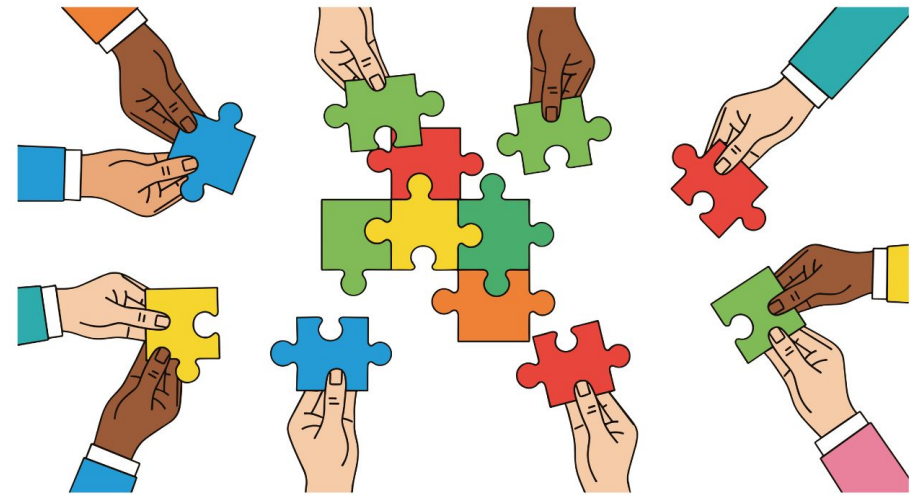
Social and Emotional Well-Being

- Social Skill Development:** Increases likelihood of success in employment, community living, and post-secondary education
- Social Emotional Learning (SEL) Skills:** Self-awareness, self-management, social awareness, forming healthy relationships, responsible decision-making



Interagency Collaboration

- C**reate a team leadership and communication plan
- O**rganize transition team meetings and share documentation
- L**earn about each other's services
- L**everage services to support students' goals
- A**lways document and communicate outcomes
- B**e aware of team member changes



Family Engagement



[Click Here to Watch](#)

The Four R's of Effective Transition Planning

- **Reflect** regularly on how much weight compliance, rather than the student's needs, has in decision-making.
- **Remember** that effective transition planning is not only important to student outcomes, but it also impacts school outcomes.
- **Remain consistent** in how you navigate challenges.
- **Regularly assess** process and outcomes.

Sample Timeline/Checklist

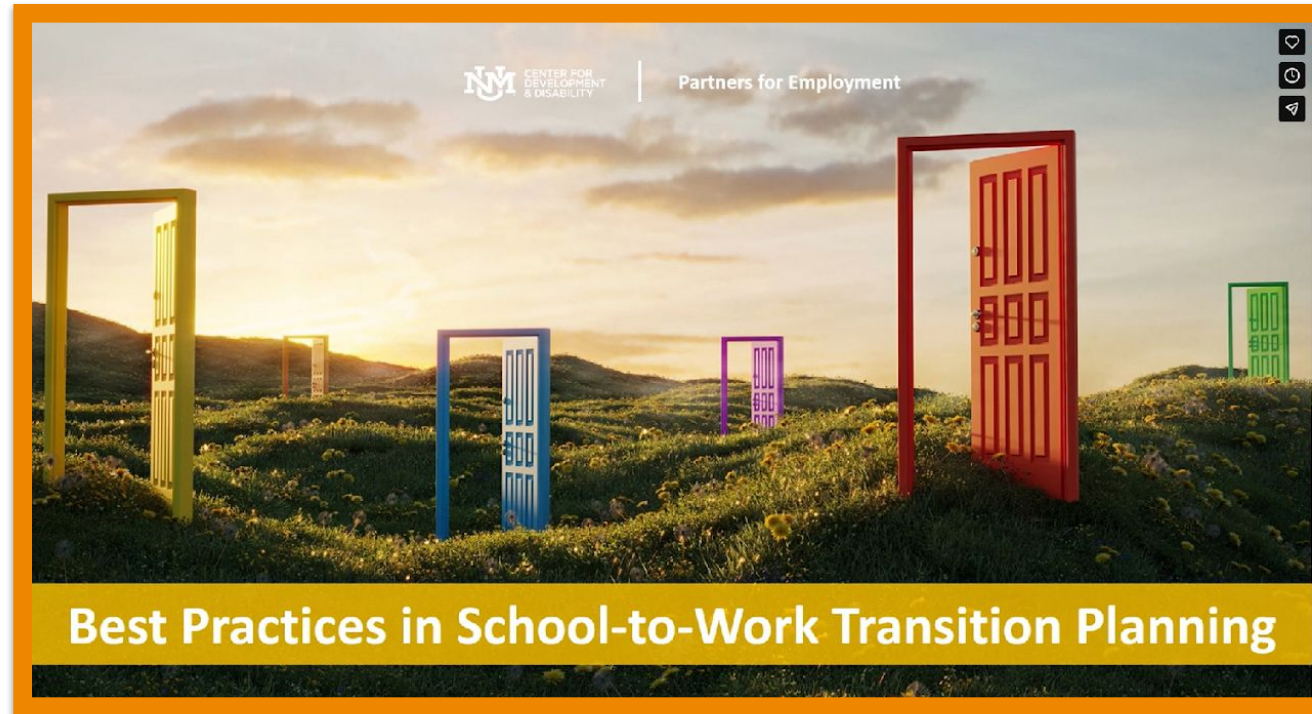
- ❑ Age 14: Begin assessments and Next Step Plan
- ❑ Age 14: Connect with DVR and develop job skills
- ❑ Ages 17-18: Finalize goals and transition to adult services
- ❑ Senior year: Complete Summary of Performance



New Mexico Transition Resources

- [NMPED-Office of Special Education](#)
- [NM Division of Vocational Rehabilitation](#)
- [Navajo Nation Office of Special Education and Rehabilitation](#)
- [New Mexico Commission for the Blind-Students in Transition to Employment \(STEP\)](#)
- [New Mexico Commission for the Deaf and Hard of Hearing-Transition Services](#)
- [UNM CDD-Partners for Employment-School-to-Work Transition](#)
- [NM HCA-Developmental Disabilities Supports Division](#)
- [Next Step Plan](#)
- [Parents Reaching Out](#)
- [Education for Parents of Indigenous Children with Special Needs](#)
- [Disability Rights NM](#)
- [Native American Disability Law Center](#)
- [Black Education Act](#)
- [Hispanic Education Act](#)

Best Practices in School-to-Work Transition Planning



Click the Image to View the Video

How to Work with NMDVR to Pursue Your Employment after High School



Click the Image to View the Video

Who Are All the Organizations Supporting My Goals for Employment After High School



Click the Image to View the Video



QUESTIONS?

Thank You!

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