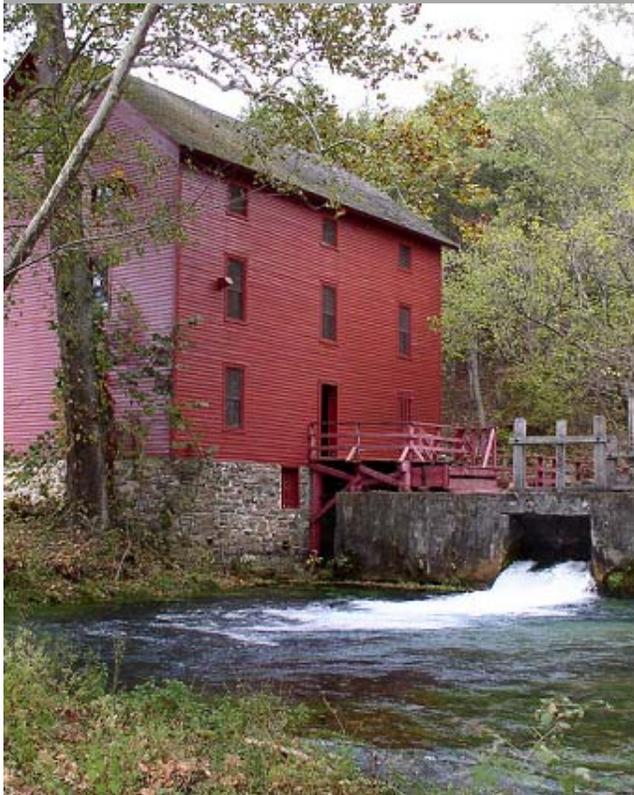


Missouri Transition Efforts Impact Data



Barb Gilpin, Assistant Director
Special Education Effective Practices

SEAP
Presentation



STATE of MISSOURI



STATE PERFORMANCE PLAN INDICATORS

Transition Cluster

- **Indicator 1** - Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.
- **Indicator 2** - Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
- **Indicator 13** - Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
- **Indicator 14** - Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

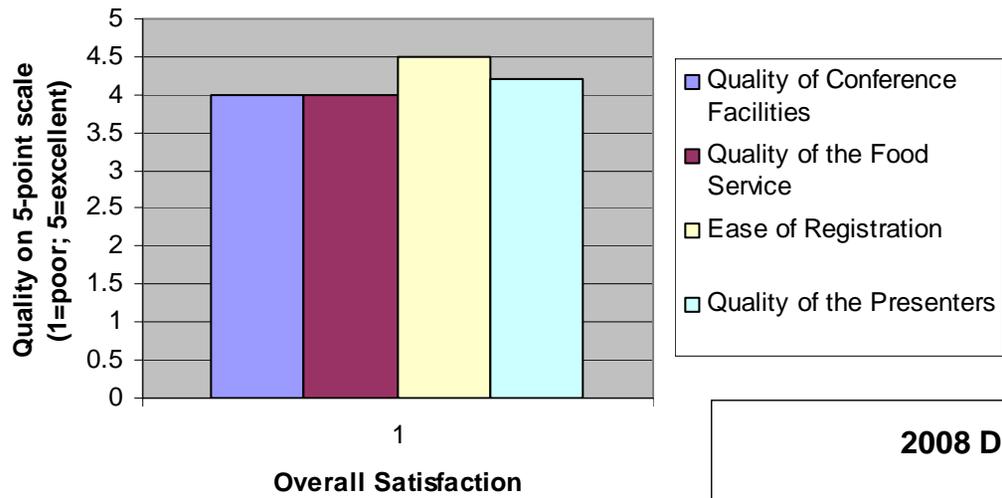
Transition Efforts

- Summer Institute
- Missouri Interagency Transition Team (MITT)
- Community Transition Teams
- Transition Liaisons
- Community of Practice
- Ask the Expert in Transition Planning
- Transition Short Course Series
- Best Practices in Transition Planning module
- Transition Assessment module
- Transition Assessment training
- Missouri Agencies Database
- MPACT Collaboration
- Transition Outcomes Project (TOPs)
- Models of Success in Transition
- TIPS for Transition

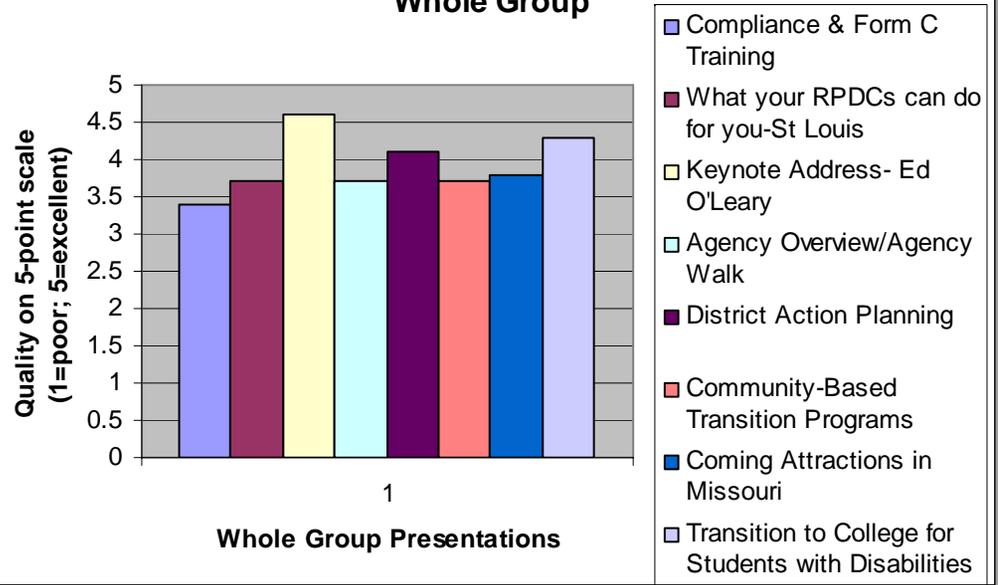
Summer Institute

- **What:** 2 ½ day institute included: (a) a keynote speech by Dr. Ed O’Leary, an expert in the field of secondary transition planning; (b) transition compliance and Form C training; (c) presentations from adult service agencies; (d) district action planning; and (e) breakout strands for school counselors, general education teachers and special education teachers.
- **When:** July 20-22, 2008
- **Where:** Springfield, Missouri
- **Who:** Registrations for the Institute were completed by 258 practitioners interested in secondary transition. These registrants traveled to the Institute from across all nine regions of the state.

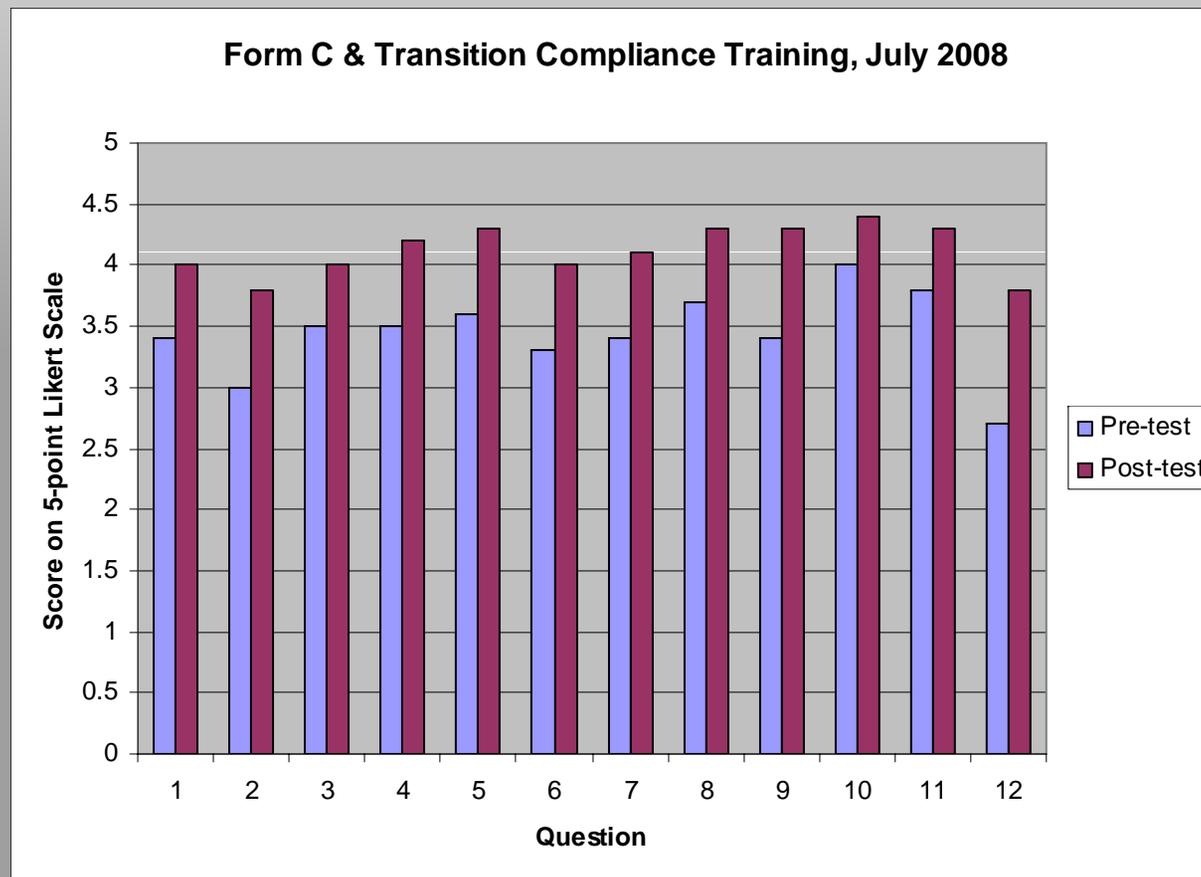
2008 DESE Transition Institute Evaluations Overall Satisfaction



2008 DESE Transition Institute Evaluations Whole Group



Pre/Post Analysis of Transition Competencies



Quality Indicators of Exemplary Transition Programs



State: MO
 Districts Represented: 99
 Sample Size: 182
 Role: Teacher 82, Administrator 51, Transition Coordinator 8, VR 4 ADA Coordinator 1, Coordinator 1, Counselor 3, District Administrator 1, Educational Assessor 1, DESE Coordinator 2, Other 6, Paraprofessional 1, Parent 1, Process Consultant 1, Process Coordinator 9, Process Representative 2, Process/Transition 1, PTI Director 1, Regional Consultant 4, Speech-Language 2

Transition Planning Domain score: 3.99	Score
2. Transition planning begins early in a student's educational experience (but no later than 16 years old) and continues throughout a student's school career.	4.04
3. Transition plans are based upon person-centered planning approaches in which the student's strengths, capabilities, interests and preferences are identified.	4.15
4. Transition IEP outcomes and postschool goals are based upon student strengths, interests and preferences.	4.17
5. The transition IEP identifies postschool goals using appropriate transition assessments related to postsecondary education and training, employment and independent living skills.	4.13
6. The transition IEP identifies needed transition services and courses of study to assist the student in reaching his or her postsecondary goals.	4.04
7. Post-school outcomes data is collected for students who have exited school to track postschool success and the effectiveness of the school-based transition planning process.	3.92

Transition Training & Technical Assistance Needs in Missouri

	Quality Indicators	TOPs Action Plans	RPDC Consultants	Institute Action Plans
Priority 1	Student Involvement	Student Invitation & Involvement	How to collaboration with agencies and determine which agencies are needed	Transition Assessment
Priority 2	Outcome-Oriented Curriculum & Instruction	Transition Assessment	Transition Assessment	Interagency Collaboration – Employment partnerships
Priority 3	Interagency Collaboration & Community Services – Employment partnerships	Coordination between school and postsecondary services	Self-Advocacy & Self-Determination	Student Involvement & Self-Advocacy

Missouri Interagency Transition Team (MITT)

A team of representatives from many state-level agencies who typically meet monthly in Jefferson City, but also hold meetings around the state to tour programs offered by different agencies



STATE of MISSOURI

NATIONAL SECONDARY TRANSITION TECHNICAL ASSISTANCE CENTER

State Capacity Building Conference

- **Generate knowledge** that provides a foundation for states to improve transition services that enhance post-school outcomes;
- **Build capacity** of states and local educational agencies to implement effective transition education and services that improve post-school outcomes; and
- **Disseminate** information to state personnel, practitioners, researchers, parents, and students regarding effective transition education and services that improve post-school outcomes.

NORTH CENTRAL REGIONAL RESOURCE CENTER

Transition Outcomes

The North Central Regional Resource Center is one of six Regional resource Centers (RRCs) funded by the U.S. Department of Education's office of Special Education Programs (OSEP). RRCs assist state education agencies in the systemic improvement of education programs, practices, and policies that impact infants, toddlers, children, and youth with disabilities and their families.

The North Central RRC's mission is to engage Region 4 states in the proactive identification and implementation of technical assistance and dissemination (TA&D) supports that lead to sustainable systems change. These efforts will be reflected by increased accountability and improved results for infants, toddlers, children, and youth with disabilities and their families.

MITT Self Evaluation

Session Title	5 Excellent	4 Good	3 Neutral	2 Fair	1 Poor	Mean
Team Building Activities on Sunday evening	5	4	1			4.40
Dropout Prevention--Learning and Discussion	5	4	1			4.40
Identifying MITT future activities	5	5				4.50
Indicator 14' Postschool Outcomes Discussion	5	5				4.50
Retreat Lodging and Work Location	9	1				4.90

Overall Score [1-5 Scale]= 4.54

Transition Liaisons

- What: Local-level practitioners who promote transition services; they provide input into state-level transition activities
- When: Meet 3-times per year plus receive support online
- Who: Currently there are 15 liaisons from across the state; additional liaison will be selected for the 09-10 school year.



Liaison Comments

"Yes, I would love to continue. This has helped my district and surrounding small districts SO much!"

"I just wanted to let you know that I have enjoyed the experiences in the Liaison Program, and as long as I am wanted, I would be glad to take part in the 2009-2010 school year."

*"Yes, I would like to continue. I have gained lots of knowledge to share with my district from this role and feel like my district has a better understanding of the transition process because of my role.
Thanks!"*

"I would like to continue as Liaison for next school year (09-10). I value the information that has been shared and ability to share information with others and my district would like to see me continue as well."

"I would really like to continue being a Liaison. My district has been incredibly supportive of my participation."



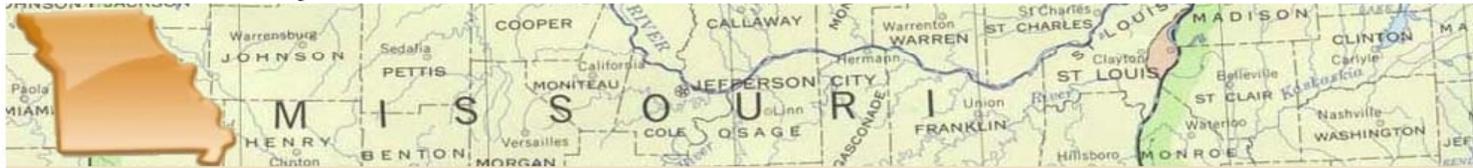
STATE of MISSOURI

Community of Practice

- What: an online forum to access free resources and collaborate with others across the state
- When: can access anytime from any computer with internet
- Where: www.MissouriTransition.org
- Who: currently 519 participants from across Missouri

Missouri Community of Practice

You are logged in as [Amy Gaumer Erickson](#) (Logout)



MOTransition > MO_CoP

Switch role to... Turn editing on

Calendar

January 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Events Key

- Global
- Course
- Group
- User

Topic outline

THE LATEST.....

- TELL US WHAT YOU THINK OF THE MISSOURI COMMUNITY
- [News forum](#)

UPCOMING EVENTS

Ask the Expert - Missouri Vocational Rehabilitation February 2-13, 2009 Staff from **Missouri VR** will be available to answer **YOUR questions** about collaborating with Vocational Rehabilitation (VR). Here's a **flier** about this event that you can distribute.

NEW RESOURCES

- The Transition Assessment training was held on December 2nd, 2008. **Get the materials** from the training in the Transition Assessment topic below.
- The [DESE Transition Questions & Answers](#) were updated in November, 2008.
- The Transition Coalition has developed a new resource for Missouri. The [Missouri Agency Search](#) - a searchable online database of agencies across the state. You can help to build this database to include more resources by recommending an agency.

OPPORTUNITIES

- [Become DCDT Member](#)

Latest News

- [Add a new topic...](#)
- 14 Jan, 13:30
 dana lattin
 News from Missouri Community of Practice [more...](#)
- 25 Nov, 09:03
 Amy Gaumer Erickson
 Please Rate the Ask the Expert Event [more...](#)
- 30 Oct, 10:35
 dana lattin
 hotel block for Transition Assessment Training [more...](#)
- 15 Oct, 15:59
 dana lattin
 FREE Transition Assessment training [more...](#)
- 15 Oct, 15:27
 dana lattin
 Ask the Expert - STARTS NEXT

1 ASK THE EXPERT:

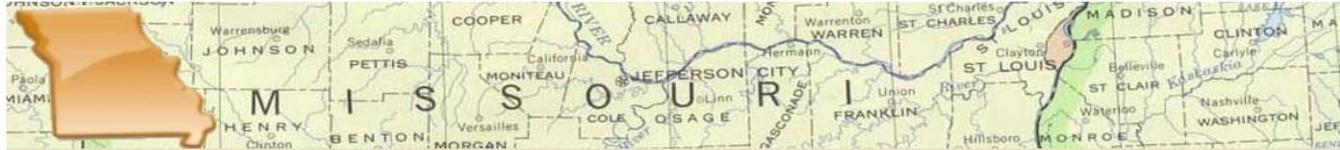
Missouri Vocational Rehabilitation (VR)

- Post Questions & Participate in the Discussion - Missouri Vocational Rehabilitation
- Ask the Expert (Oct. 2008) - Employment - Cary Griffin
- Give your Opinion on the Ask the Expert Event!
- [Information on MO Vocational Rehabilitation](#)
- [Ask the Expert - MO Vocational Rehabilitation](#) 3 unread posts

Ask the Experts

- What: Forums to ask experts in transition questions and discuss transition topics
 - Employment Overview – Cary Griffin, Griffin & Hamiss – Oct. 20-31, 2008
 - Missouri Vocational Rehabilitation – Brenda Simmons, Dorothy Parks – MO VR – Feb.2-13, 2009
 - Employment focused MO Models of Success – April 20 – May 1, 2009
- Where: www.MissouriTransition.org
- Who: all Community of Practice participants

Missouri Community of Practice



MOTransition > MO_CoP > Forums > Oct. 2008 Ask the Expert Supported Employment Discussion

Update this Forum

This forum forces everyone to be subscribed

- Allow everyone to choose
- Don't track unread posts

This discussion took place in Oct. 2008 as part of the Ask the Expert event with Cary Griffin. **You will not be able to post to this discussion.**

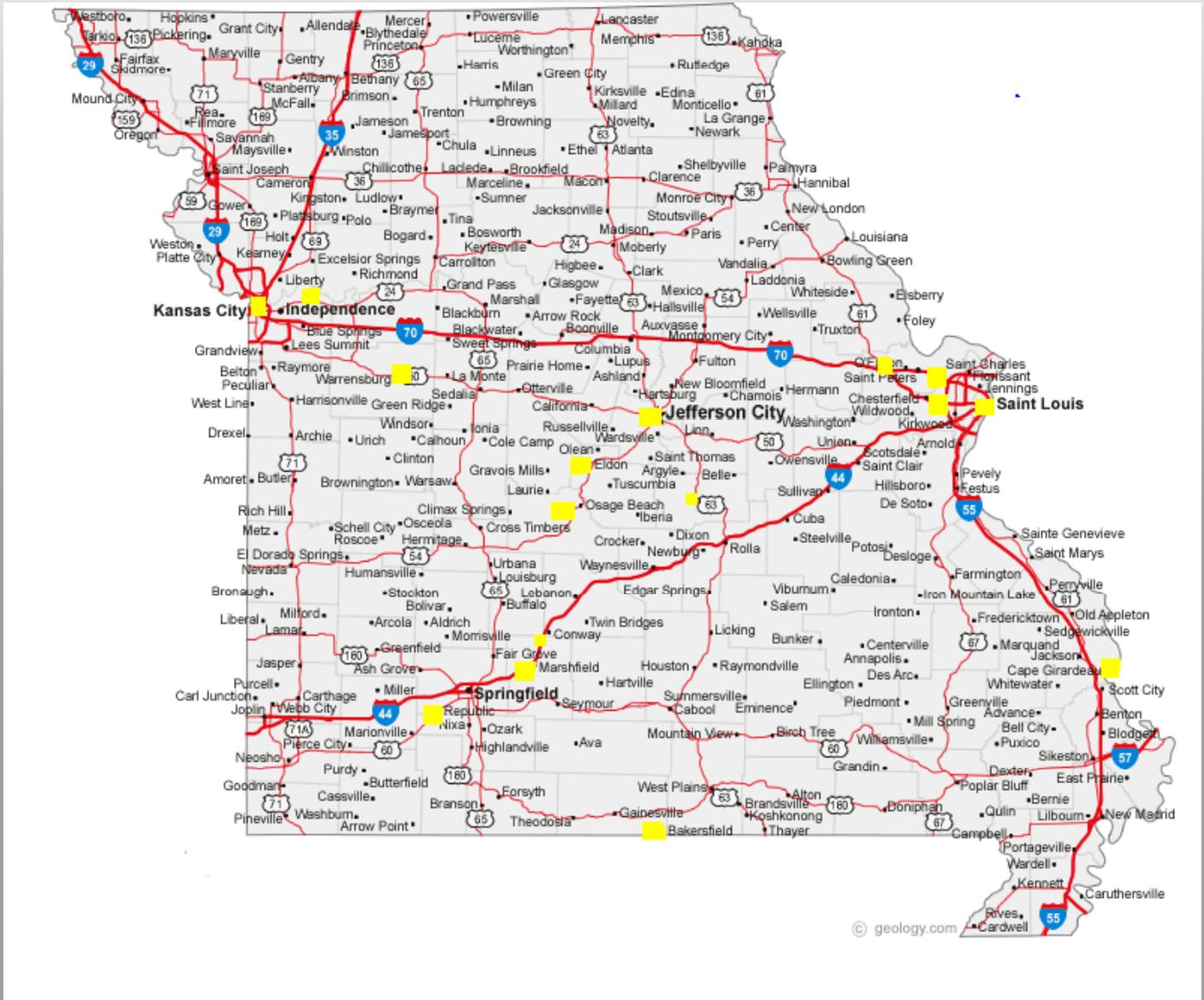
Please see the [Employment Discussion Forum](#) if you would like to post a question or comment related to employment and transition.

Add a new discussion topic

Discussion		Started by	Replies	Unread ✓	Last post
Employment-Transportation		Linda Cantrell	8	0	Shawn Thomason Fri, 21 Nov 2008, 12:35 PM
College for Autistic Student		Dorothy (Dottie) Nelson	8	0	Brenda Simmons Fri, 21 Nov 2008, 10:43 AM
Community Based Work Sites		Pat Martin	9	0	Joe Davis Wed, 19 Nov 2008, 02:10 PM
Student with multiple significant disabilities		Rachel Labrado	1	0	Kristi Gianino Tue, 18 Nov 2008, 03:13 PM
Realistic choices		Sarah Hazlett	3	0	Darla Wilkerson Fri, 14 Nov 2008, 01:50 PM
Career Planning vs. traditional assessments		Darla Wilkerson	22	0	Karen Allan Tue, 4 Nov 2008, 10:46 AM
Hours of Work		Eric Holmes	2	0	Pat Martin Sun, 2 Nov 2008, 09:03 PM
Where do we go from here		Judy Heard	32	0	Charli Seitz Sun, 2 Nov 2008, 05:15 PM
Are there lists of suggested jobs		Barbara Cates	3	0	Charli Seitz Sun, 2 Nov 2008, 05:08 PM
Reluctant parents		Sandra Barnes	7	0	Charli Seitz Sun, 2 Nov 2008, 05:05 PM
Research information		dawn hesse	1	0	Cary Griffin Sun, 2 Nov 2008, 02:53 PM
Getting agencies and Vocational Rehabilitation on board		Chuck Howard	3	0	Cary Griffin Fri, 31 Oct 2008, 01:57 PM

Transition Short Course Series

- What: Series of 5 continuing education courses in transition planning
 - Introduction to Transition Education and Services, *September 22-October 19, 2008*
 - Family Involvement and Student Involvement in Transition, *October 27-November 23, 2008*
 - Transition Assessment, *January 12-February 8, 2009*
 - Preparing Students for Employment/Postsecondary Education, *February 16-March 8, 2009*
 - Interagency Collaboration during Transition Planning, *April 6-May 3, 2009*
- Where: www.MissouriTransition.org
- Who: 20 secondary special education teachers across all regions of the state and the Transition Liaisons



STATE of MISSOURI

Evidence of Change in Practice

Quotes from students in the Short Courses

I am involving middle school students in their meetings, starting in the 7th grade at least. These students will get an idea before these meetings what their IEP does for them. Then in 8th grade, we will look at what their dreams are.

As a result of my participation in the [course], it has led me to convince myself that I need to do a better job of involving parents in the loop.

After this course I am taking a different approach to IEP meetings and including families in the planning process.

One of the most powerful skills I am developing in these classes is the ability to connect up to quality information and resources via computer.

I have already implemented the concept of having the students participate more in their IEPs and will soon add the training they need to start implementing their own meetings.

I will remember to talk to the family about their dreams/wishes/goals for the child as well as more specifics about what the child is doing at home to help around the house; if the child is doing or has done any volunteer work, including helping with church activities.

I do feel that I will be able to support my students at a greater level by providing them more support through providing the input of their families and friends.

Missouri Best Practices Module

- What: online learning module to increase practitioners' skills in providing effective services and meeting Indicator 13
- When: can be complete online anytime
- Where: www.TransitionCoalition.org
- Who: anyone interested in transition planning

- Online Modules**
- Best Practices MO**
 - Welcome
 - Learning Objectives
 - Technical Information
 - Credits and References
 - Session 1
 - Session 2
 - Session 3
 - Final Steps
 - My Library

- My Portfolio**
- Logged in as Amy Erickson*
- My Modules
 - My QI Survey
 - KU Trans Cert
 - FAQ
 - My Account
 - Logout

Best Practices

in Planning for Transition



WELCOME



Although transition services have been addressed in the Individuals with Disabilities Act (IDEA) since 1990, studies indicate that many school districts have yet to meet all of the IDEA requirements for transition services. In addition, many professionals are still confused about the transition planning process and the IDEA transition requirements.

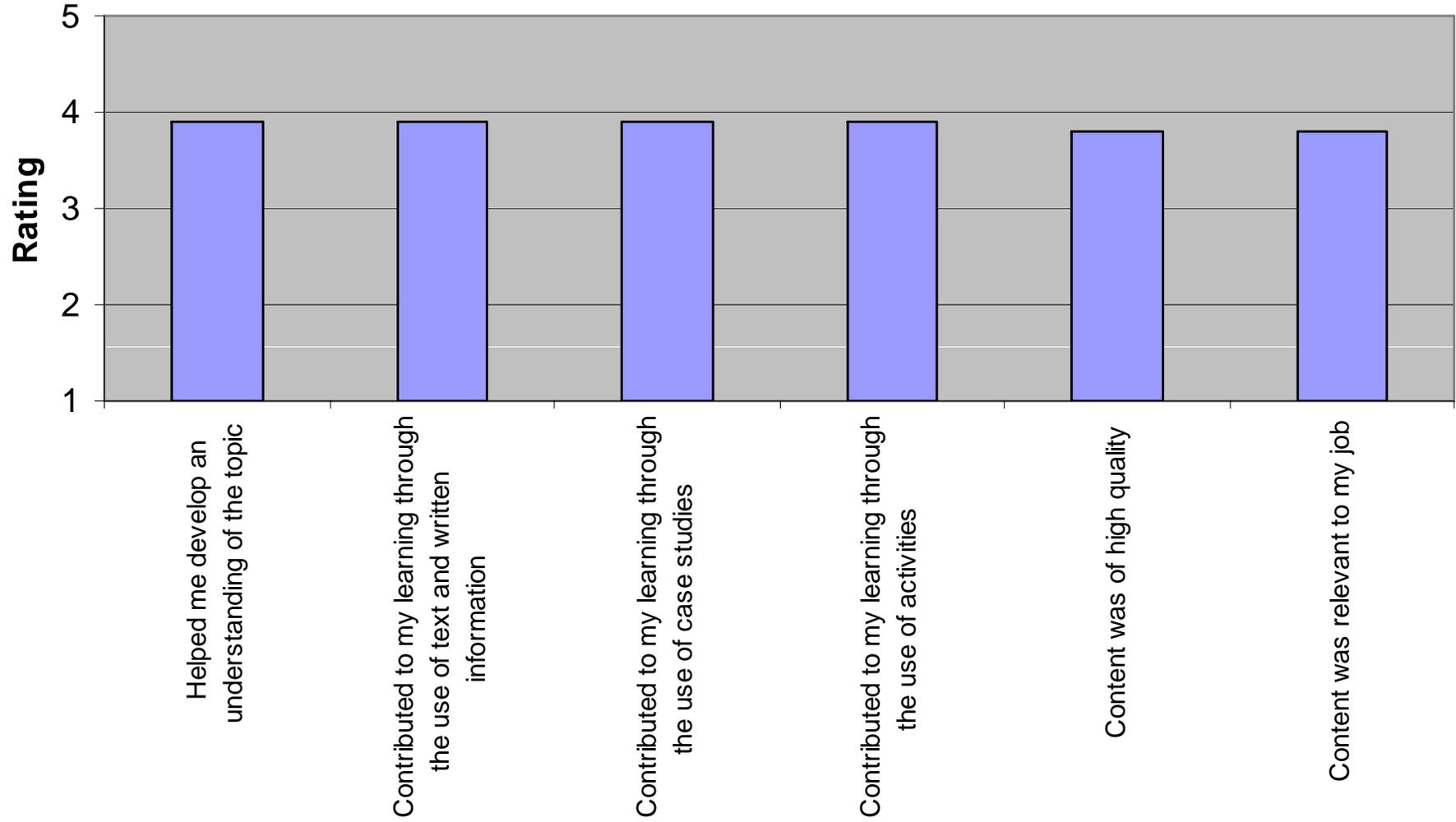
There is a growing need for current information about developing and conducting successful transition planning that is based upon a student's strengths, preferences, interests, and needs. This information must include strategies for assisting students and their families to connect with transition services providers within and outside of the school system.

The purpose of this module is to provide you with a general working knowledge of the transition requirements of IDEA. In addition, you will obtain information that will help you understand the spirit and intent of IDEA. This goes beyond what is required by law and includes effective practices for transition planning and services for students with disabilities.



You (admin) can [edit this page](#)

Best Practices (MO) Module Ratings



Missouri Transition Assessment Module

- What: online learning module to increase practitioners' skills in providing effective services and meeting Indicator 13
- When: can be complete online anytime
- Where: www.TransitionCoalition.org
- Who: anyone interested in transition planning

Online Modules

Transition Assessment MO

- Welcome
- Session 1
- Session 2
- Session 3
 - + Assessment Process
 - + Meet James
 - + Meet Heather
 - + Guiding Questions
 - + Assessment Plan
 - + Developing a Plan
 - + Assessment Selection
 - + Using Data
 - + Integrating Data
 - + Annual IEP
 - + Summary
- Final Steps
- My Library

My Portfolio

Logged in as Amy Erickson

- + My Modules
- + My QI Survey
- + KU Trans Cert
- + FAQ
- + My Account
- + Logout

Transition Assessment MO: The BIG Picture

GUIDING QUESTIONS



It is important to begin every assessment process with guiding questions about educational decisions:



- ★ What do we already know about the student's strengths, preferences & needs in employment, education, living?
- ★ What do we need to know about the student's employment, education and living strengths, preferences & needs?
- ★ What methods and sources will provide the information we need?
- ★ Who will gather the information & what role will the student play in the assessment process?
- ★ When will the assessment data be collected and used for transition planning?
- ★ Is the student making progress toward his/her specific postsecondary goals (employment, education, living)?



Missouri Information

These guiding questions are important to consider as early as possible, but no later than the first IEP to be in affect when the child is 16' when transition planning is mandated to begin by IDEA 2004. For more information on the transition requirements for Missouri, check out the **Transition Questions & Answers** document in [My Library](#).

Think about James for a moment. His transition coordinator and/or secondary special educator should begin the assessment process by considering what they personally understand about James' preferences and interests. Also, is the school doing all it can to prepare James for adult life? Is James making adequate progress toward his goals or does something need to change?

In the area of Employment: Occupational Interest & Values, what do we already know about James?

We know that James likes working around cars and racing. He also likes stocking shelves, but he does not like the repetition of bagging ice.



NOW IT'S YOUR TURN

In the area of Employment: Occupational Interest & Values, What do we already know about Heather?



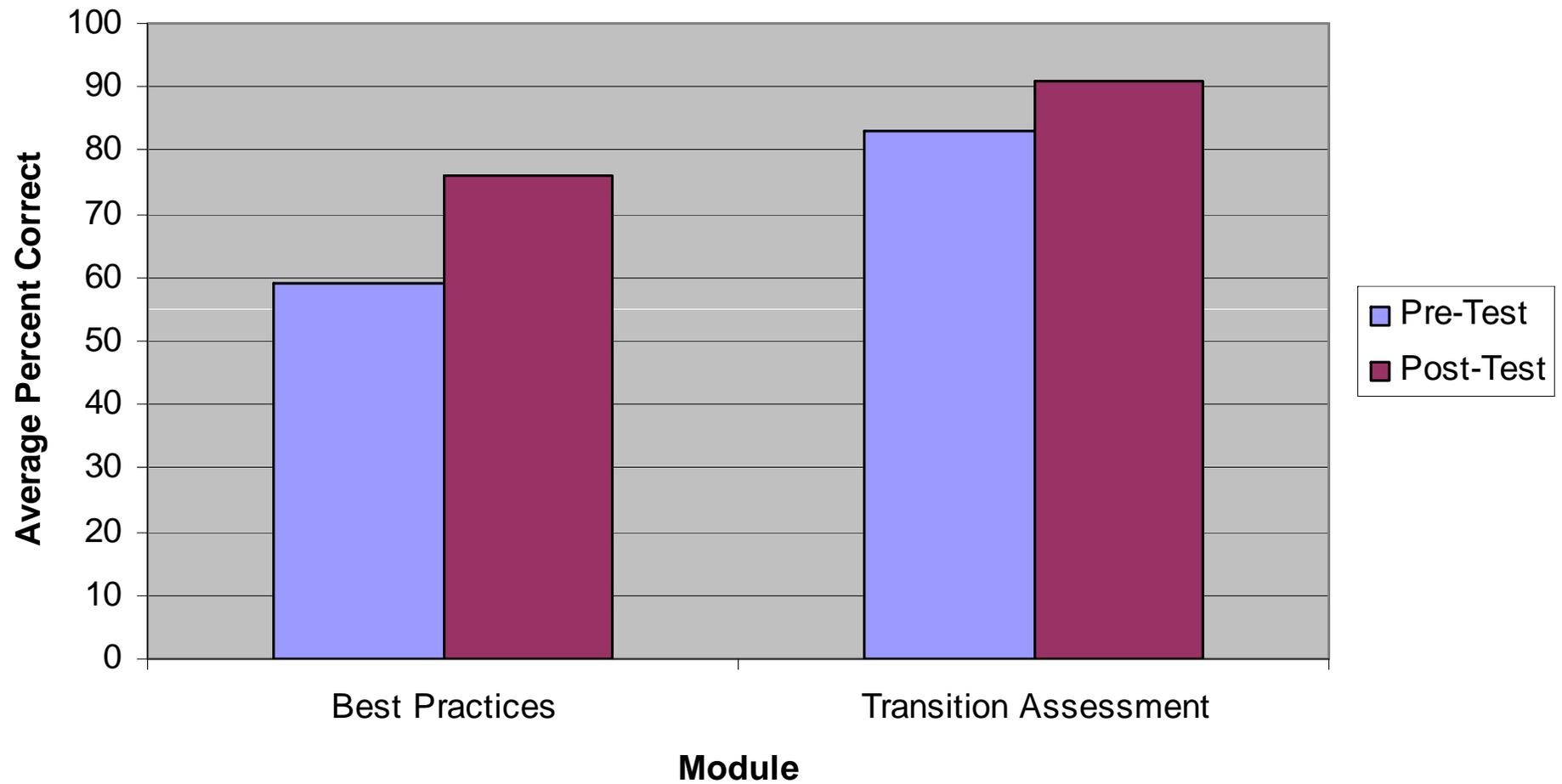
15

[Edit](#) [Delete](#)

In the area of Employment: Occupational Interest & Values, what do we need to learn about James?

We need to know the answer to questions such as: What specifically interests James about cars? Are there aspects about stocking shelves James likes best? Are there other occupations that James would like?

Missouri Module Pre-Post Test Scores



Transition Assessment Training

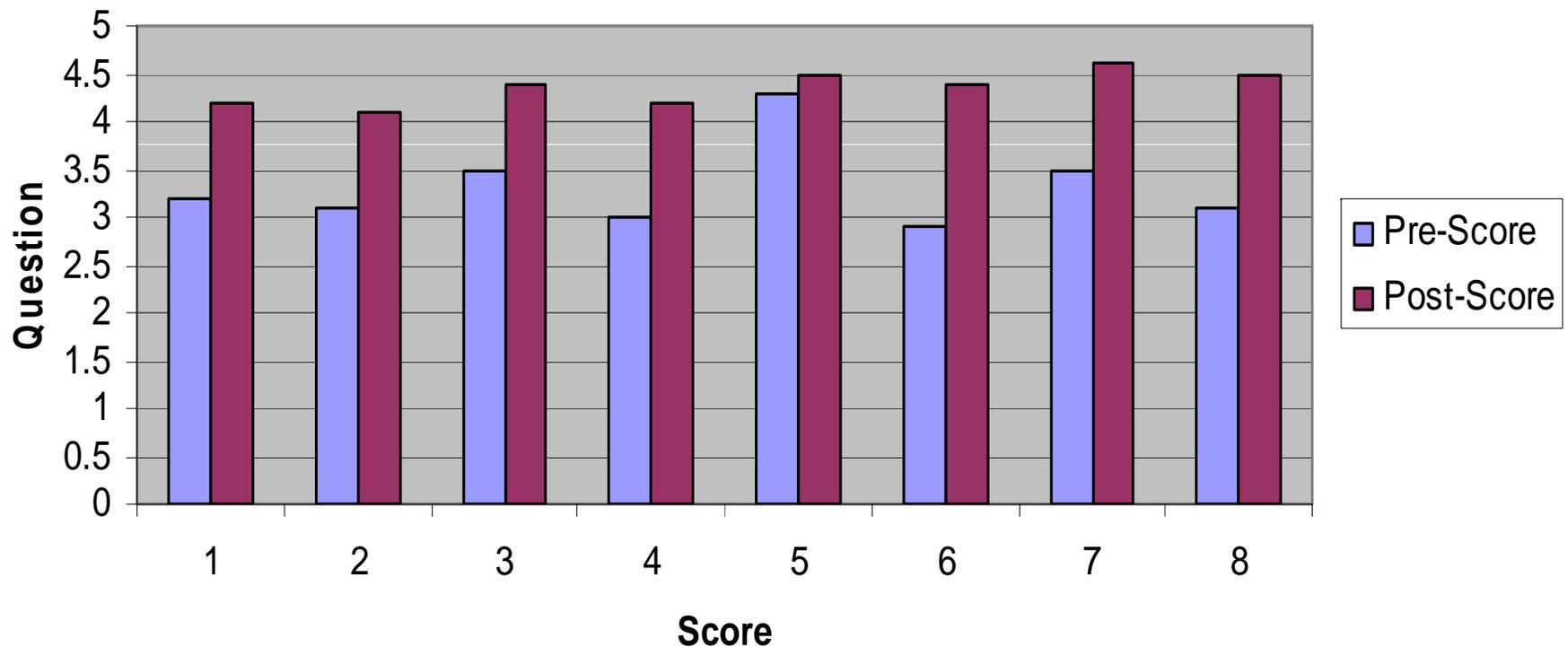
- What: Instruction and guided practice in implementing a transition assessment process for students
- When: December 2, 2008
- Where: Jefferson City, MO
- Who: 200 teachers and administrators attended

Pre/post assessment on transition assessment competencies



Train the Trainer

Train-the-Trainer Competency



Community Transition Teams (CTT)

Missouri Process for CTT selection:

- Reviewed the 23 community applications according to a rubric.
- Selected 8 teams from the submitted applications.
- Teams received three 2 day trainings during the 2008-09 school year.

Community Transition Teams (CTT)

GUIDING POINTS

- How can your community increase the availability, access, and quality of interagency transition services?
- How can a community transition team in your region help other service representatives understand the educational service system?
- How can a community transition team in your community enable youth with disabilities to live, work and continue to learn in the community with supports if necessary as adults?

Community Transition Teams (CTT)

STEPS TO CREATING A TEAM

- Identify a lead agency
- Decide who to invite to the table
- Identify a common direction.
- Develop a mission and vision
- Determine roles and responsibilities of team members.
- Develop an action plan.
- Populate a searchable database with resources.



Community Transition Teams (CTT) Team Training

Q1. Please rate the following Missouri Community Transition Team Training 1 activities and topics.							
Answer Options	Excellent	Good	Neutral	Fair	Poor	Rating Average	Response Count
Introduction to Community Transition Teams	20	7	0	0	0	4.74	27
Establishing a Vision	19	9	0	0	0	4.68	28
	20	8	0	0	0	4.71	28
Involving a Diverse Group of Team Members	21	7	0	0	0	4.75	28
Venue Quality (Conference Room and Food)	25	2	1	0	0	4.86	28
Comments							17

What did you like about this training?

- “The focus of each department towards a common goal. I learned a lot and came back appreciating everyone's involvement.”
- “Built in time to plan for what we need to do in our community/school.”
- “I like the breakout sessions with MPACT, Post Secondary Higher Learning, and DESE.”
- “Having the leaders of the different resources present to ask questions, and that a parent was required to go.”
- “Shared information, team building and shared transition goals for students with disabilities.”

Community Transition Teams (CTT) Team Training

Session Title	5 Excellent	4 Good	3 Neutral	2 Fair	1 Poor	Mean
Three Rs---Review, Reflect and Report	10	17	2	2		4.13
Brainstorming Skills Needed for Success after High School	12	16	2			4.33
Speed Training--State Level Speakers	16	10	4			4.32
Self-Determination Information	5	16	2	5	2	3.57
Establishing Goals and a Plan of Action	16	14			1	4.42
Venue Quality	13	12	1	4	1	4.03

What did you like about this training?

- “Panel of Experts.”
- “I liked the time that we had to work together as a team and mixing up and working with members of the others teams.”
- “Opportunity to learn more about services to prepare our kids for a better quality adult life.”
- “Developing a plan of action establishing a goal and discussing what it will look like.”
- “Plenty of opportunity to network within your team and develop a plan that meets the needs of your specific geographic area.”

Areas of Transition

- Education
- Training
- Employment
- Personal Finance
- Housing/Living
- Social/Recreation
- Self-Advocacy

Definition of Transition Services

“a coordinated set of activities for a student that is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.”

based upon student needs, strengths, preferences and interests

Why Transition?

Decreases drop-out rate

Increases graduation rate

Improves quality of life

Increases chances of success in
adult life

Increases # of productive citizens

It's the law (IDEA '04)

What is a Community Transition Team?

A Community Transition Team (CTT) is a group of individuals who have an active interest in ensuring that students with disabilities have opportunities to achieve the futures they see for themselves.

Who is a Part of the CTT

The CTT should consist of a variety of people such as: students with disabilities, family members, school personnel, adult service agency personnel, employers, and community members.

What is a Community Transition Team?

A Community Transition Team (CTT) is a group of individuals who have an active interest in ensuring that students with disabilities have opportunities to achieve the futures they see for themselves.

SLPS's Current Transition Efforts

- **Transition Based Classroom** is a voluntary program that utilizes the workplace to help students, educators and community employers gain new insights into the link between classroom learning and success in a career. Students may participate in school-directed and supervised unpaid work-based learning experiences which cannot be readily provided within a regular school setting. These experiences are available through assignments to off-campus locations under cooperative arrangements with business and industry or other institutions. Students are selected by the Work Experience Counselors (WECs) in their sophomore year of high school and attend the Transition Classroom one day per week in their junior year.

SLPS's Current Transition Efforts

- **Community Based Classroom** is a voluntary program that utilizes the workplace as a classroom. It is designed to expose students to the real world of work with the support of the community and school by providing an on-site teacher for academic instruction. This program is for students with disabilities who are in their senior year of high school and are eligible to be a client of Vocational Rehabilitation (VR).
 - . Students attend the workplace classroom daily. The students continue to be enrolled in their high school and participate in the senior activities as they prefer. In some cases students receive a stipend along with high school credit.

SLPS's Current Transition Efforts

The COOP Program is a program for students with disabilities, age 16 and older whose IEP reflects a need for work experience in a competitive setting. These students are also eligible to be clients of VR. The schedule is determined on an individual basis with students receiving credit for their paid work experiences.

Missouri Community Transition Teams
Cohort 1, 2008-2009
Sponsored by the Missouri DESE
in partnership with the Transition Coalition



STATE OF MISSOURI

St. Louis Area Transition Team (S.L.A.T.T.) Members

St. Louis Public Schools

- Judy Heard-Lead Role
- Verneice Wise
- Carol Lewis
- Candice Boyd
- Molly Rois
- Cassandra Royston

Slide 47

VC1

Linda, I think that we should say where the members are from (agencies, parents, etc.)

Patty Noonan, 11/4/2008

Missouri Community Transition (CTT) Program

Funding and technical support
of this project are sponsored
by the Missouri Department of
Elementary and Secondary
Education and the
Transition Coalition

Purpose

The purpose of this project is to provide comprehensive transition programs for youth with disabilities ages 16-21, including facilitating a seamless transition to full community participation for every student, regardless of his/her disability, upon exit from high school.

St. Louis Area Transition Team (S.L.A.T.T.)

- Team Picture-We will take a current picture at the next session.

Describing our Community



STATE of MISSOURI

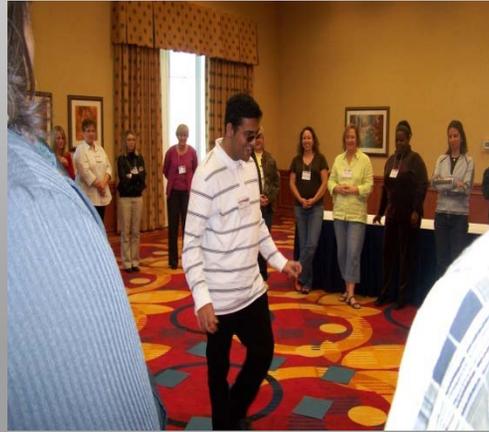
What makes your community unique?

- St. Louis Public School System
- Lots of activities –Arch/sports/cultural/zoo/ Boeing Employer
- Large urban area
- Crime & Murder is high
- Charter Schools impact the School District
- School District 29,000 students 5,000 SPED
- 18 HS / 16 MS / 50 Elementary
- VR/ JESS/ DVR? Agencies/ United Way / police 10 Satellite stations in the area

Vision Statement

The purpose of SLATT team is to provide a web of transition support for SLPS students by offering access and exposure to careers, education, training, and daily living skills through various avenues.

October Training Pictures



STATE of MISSOURI

Developing the SLATT

Reflective Questions

What do you want to achieve?

What are the major outcomes of this goal?

Reflective Questions cont.

What are the key elements?

What are the logistical and administrative issues to be considered?

Reflective Questions cont.

How will we involve families,
students and community
members?

Reflective Questions cont.

What documents need to be developed to guided the program? (e.g., brochures, guidelines, curriculum guides, scope and sequence, etc.

Reflective Questions cont.

What resources are available to support this effort?

How will we know if we are effective?

Reflective Questions cont.

What else do we need to know
in order to put this in place?

Next Meeting

How do we get businesses to
buy into our plan?

Include businesses

Northview

Schnucks

Next Meeting

Send minutes to members.

Tentative, next meeting, Jan 27,
12noon

Missouri Agencies Database

- What: Searchable database of community agencies that can assist in transition services
- When: can be accessed anytime
- Where: www.TransitionCoalition.org
- Who: Community Transition Teams are populating the database with agency information from their communities and across the state

My Portfolio

Logged in as Dana Lattin

+ My Modules

+ KU Trans Cert

+ FAQ

+ My Account

+ Logout

 [Email a friend!](#)

Missouri Community Agency Search

What Is This All About?

This is a searchable database to help you find community resources and information related to the transition areas of employment, independent living, and postsecondary education.

[Suggest an Agency?](#)

Searching 52 agencies.

Disability: --

Service: --

County: --

Keyword:

[Search](#)

[ADD/EDIT](#)

MPACT Collaboration

STELLAR

A cooperative project between MPACT and Kansas University.

PURPOSE

- Increase the ability of families for be informed and effective partners in their child's transition from school to adult life.
- Facilitate systems change that supports students with special needs to achieve their post-secondary goals.

STELLAR transition mentors are identified across Missouri. The Transition Mentors facilitate ongoing face-to-face training, information and support to individuals with disabilities, their families, centers for independent living, vocational rehabilitation regional staff and other education, employment and disabilities services stakeholders involved in transition planning and outcomes.

MPACT Collaboration

STELLAR

A cooperative project between MPACT and Kansas University.

PROCESS - Transition mentors are identified across Missouri. Mentors are trained through research based online transition training. Follow-up support is provided by face to face Trainings and teleconferences.

Mentors will:

- Facilitate ongoing face to face training, information and support to individuals with disabilities, their families, centers for independent living, vocational rehabilitation regional staff, education, employment and disabilities services stakeholders.
- Will participate on Community Transition Teams and/or Regional Transition Networks to establish ongoing coordination/collaboration with agencies on regional level.
- Will provide information and training to understand VR and CIL programs and services through mentoring and the expansion of existing online training targeting Interagency and Community Services (ICS).

STATE of MISSOURI

Missouri School for the Blind Transition Training 2008

An all day training workshop was held for teachers from the Missouri School for the Blind on August 20, 2008. The agenda for the day included:

- Teacher Group Report Out of Quality Indicators of Transition Domains Assessment: Identifying : Major Strengths & Needs;
- Understanding the Transition Requirements of IDEA 2004 & Applying the Missouri Indicators for Transition to IEPs;
- Transition Assessment: The BIG Picture
- Transition as a Process: Going Beyond Compliance. All educators from the Missouri School for the Blind were present at the day-long training, totaling approximately 45 teachers and other educational support staff from the school.



TRANSITION

Passing the Baton

Transition Outcomes
Project

STATE of MISSOURI

Purpose

Develop and field test a process and a model to:

- Assist local districts in meeting the transition service requirements of IDEA 2004
- Evaluate the effectiveness of providing and delivering transition services to students and families through the IEP process.
- Provide training and resource materials on the transition process for educators, administrators, adult agency personnel, parents and others.
- Improve graduation rates and post school outcomes of students with disabilities.

Achieving Results

Transition Outcomes Project

Conceptual Framework

- Volunteer
- Focused and Manageable
- Emphasis on Program Improvement
- Clear and Concise
- Training
- Empowerment of LEA
- Building Capacity

Achieving Results

Transition Outcomes Project

Sequence of Steps/Activities

Phase 1 — Identification and Commitment from Local Districts

Phase 2 — IEP Reviews

Phase 3 — Report Findings, Set Target Goals/Timelines, Brainstorm Strategies

Phase 4 — Implementation and Follow Along

Phase 5 — Follow-up Reviews/Report of Final Results

Indicator 13 Checklist

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

Questions	Postsecondary Goals		
	Education/ Training	Employment	Independent Living
1. Is there a measurable postsecondary goal or goals in this area?	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? <ul style="list-style-type: none"> • If <i>yes</i> to both, then circle Y • If a postsecondary goal(s) is not stated, circle N 			
2. Is (are) there annual IEP goal(s) that reasonably enable the child to meet the postsecondary goal(s)?	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? If <i>yes</i> , the circle Y			
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? If <i>yes</i> , then circle Y			
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA	Y N NA	Y N NA

Indicator 13 Checklist

For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for this post-secondary goal?

Was consent obtained from the parent (or child, for a student of the age of majority)?

- If *yes* to both, then circle Y
- If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA
- If parent or individual student consent (when appropriate) was not provided, circle NA

If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N

5. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?	Y N	Y N	Y N
--	-----	-----	-----

Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? If *yes*, then circle Y

6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N	Y N	Y N
--	-----	-----	-----

Do the transition services include courses of study that align with the student's postsecondary goal(s)? If *yes*, then circle Y

Does the IEP meet the requirements of Indicator 13? (Circle one)

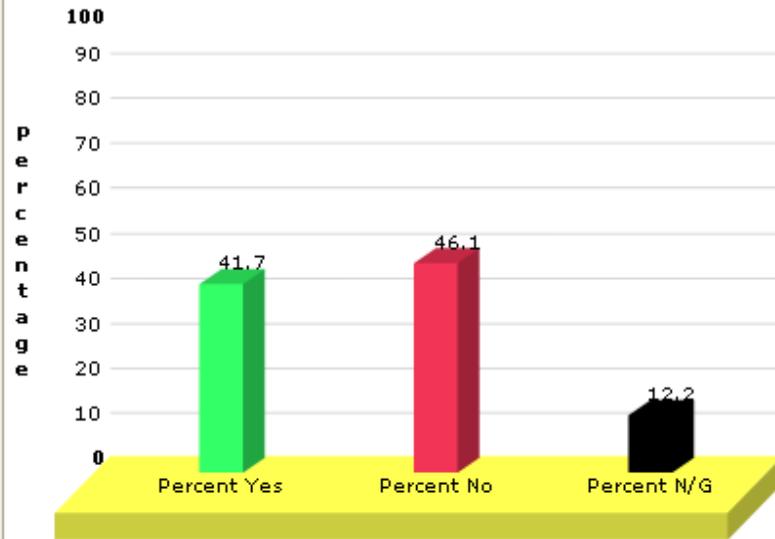
Yes (all Ys or NAs for each postsecondary goal included in the IEP are circled)

No (one or more Ns circled)

Question 13a - Is there a measurable postsecondary goal or goals that covers education/training?

Review 1

Total Record Count - 1939



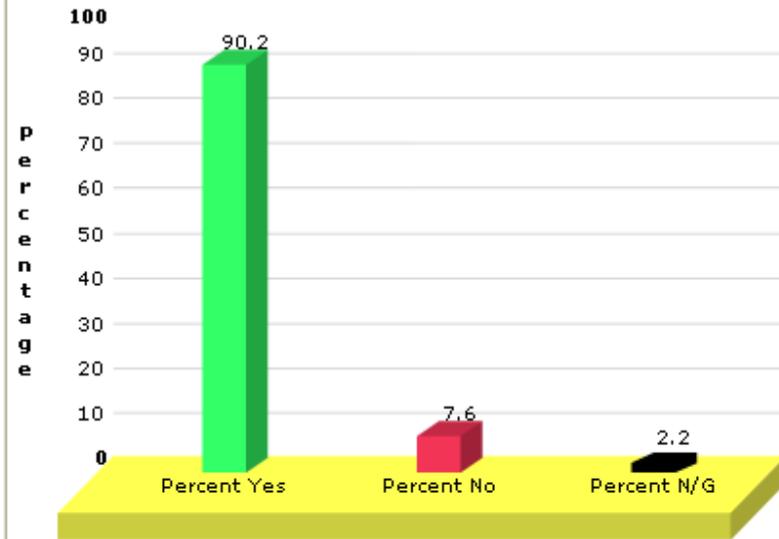
Total 'Yes' Responses: 809	Total 'No' Responses: 893	Total 'NG' Responses: 237
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[View Review 1 Comments](#)

[View Complete Data Report](#)

Review 2

Total Record Count - 1198



Total 'Yes' Responses: 1081	Total 'No' Responses: 91	Total 'NG' Responses: 26
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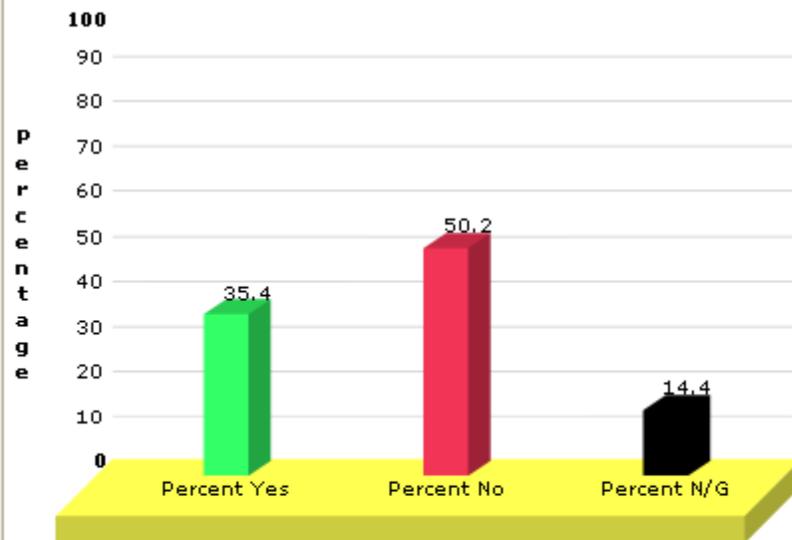
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Question 13b - Is there a measurable postsecondary goal or goals that covers employment?

Review 1

Total Record Count - 1939



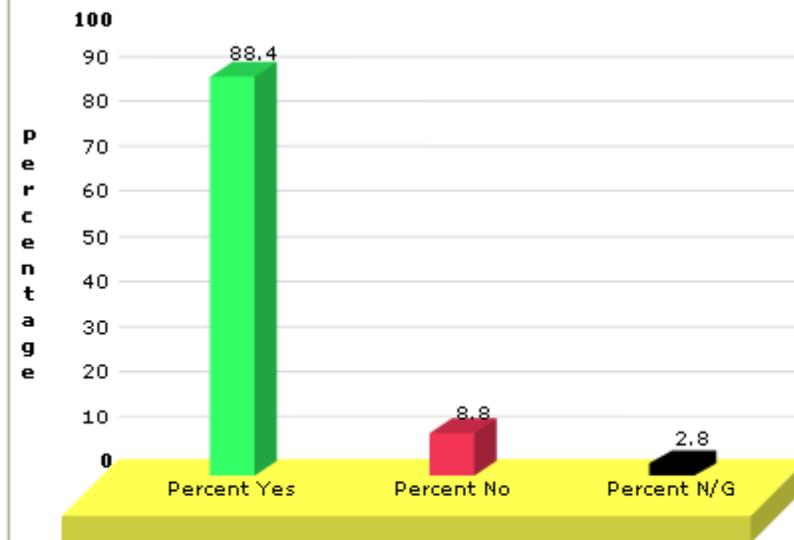
Total 'Yes' Responses: 686	Total 'No' Responses: 973	Total 'NG' Responses: 280
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Review 2

Total Record Count - 1198



Total 'Yes' Responses: 1059	Total 'No' Responses: 105	Total 'NG' Responses: 34
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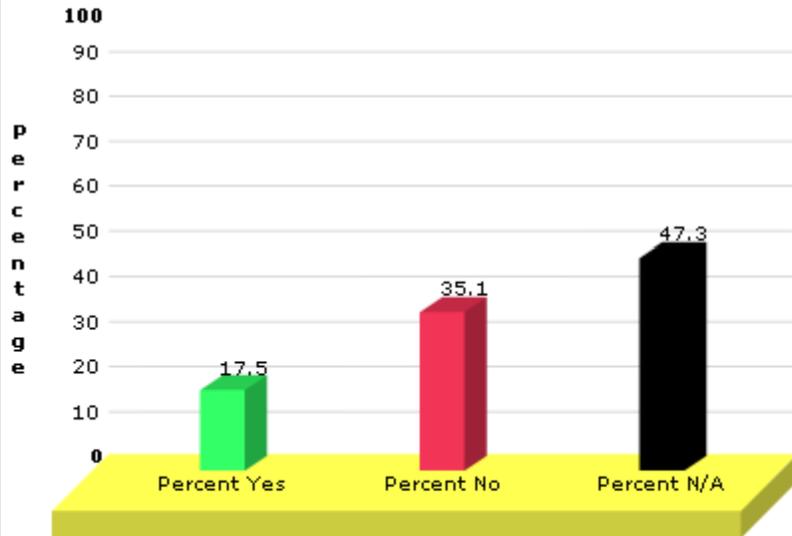
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Question 13c - Is there a measurable postsecondary goal or goals that covers, as needed, independent living skills?

Review 1

Total Record Count - 1939



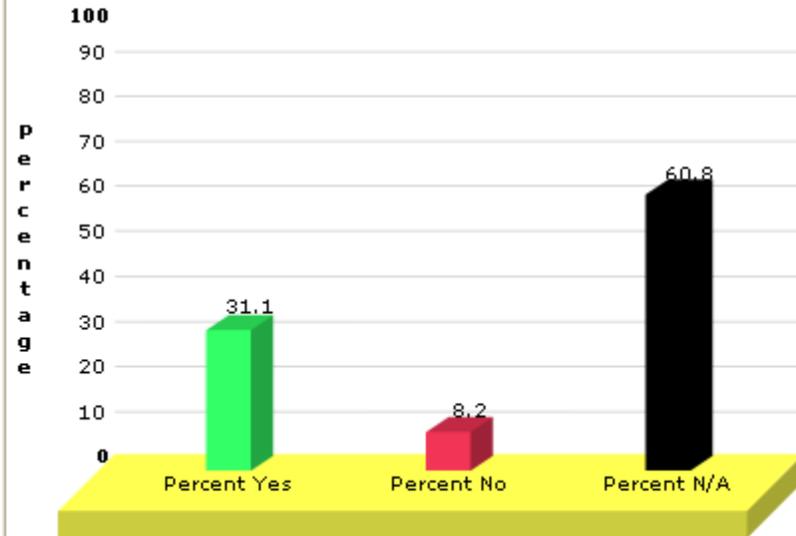
Total 'Yes' Responses: 340	Total 'No' Responses: 681	Total 'NA' Responses: 918
-------------------------------	------------------------------	------------------------------

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Review 2

Total Record Count - 1198



Total 'Yes' Responses: 372	Total 'No' Responses: 98	Total 'NA' Responses: 728
-------------------------------	-----------------------------	------------------------------

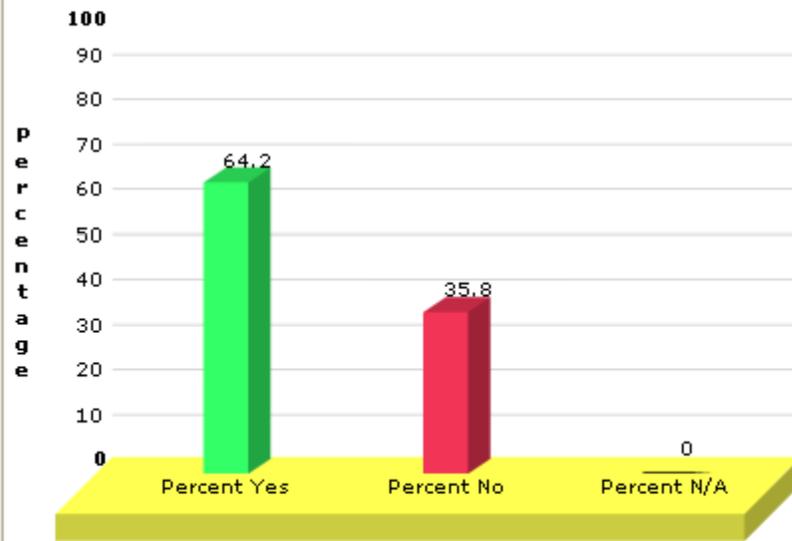
[View Review 2 Comments](#)

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Question 14 - Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

Review 1

Total Record Count - 1939



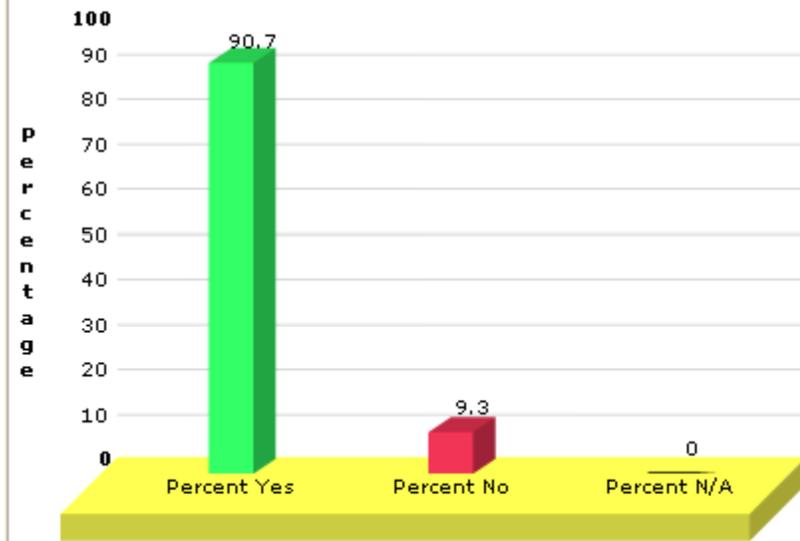
Total 'Yes' Responses: 1244	Total 'No' Responses: 695	Total 'NA' Responses: 0
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[View Review 1 Comments](#)

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Review 2

Total Record Count - 1198

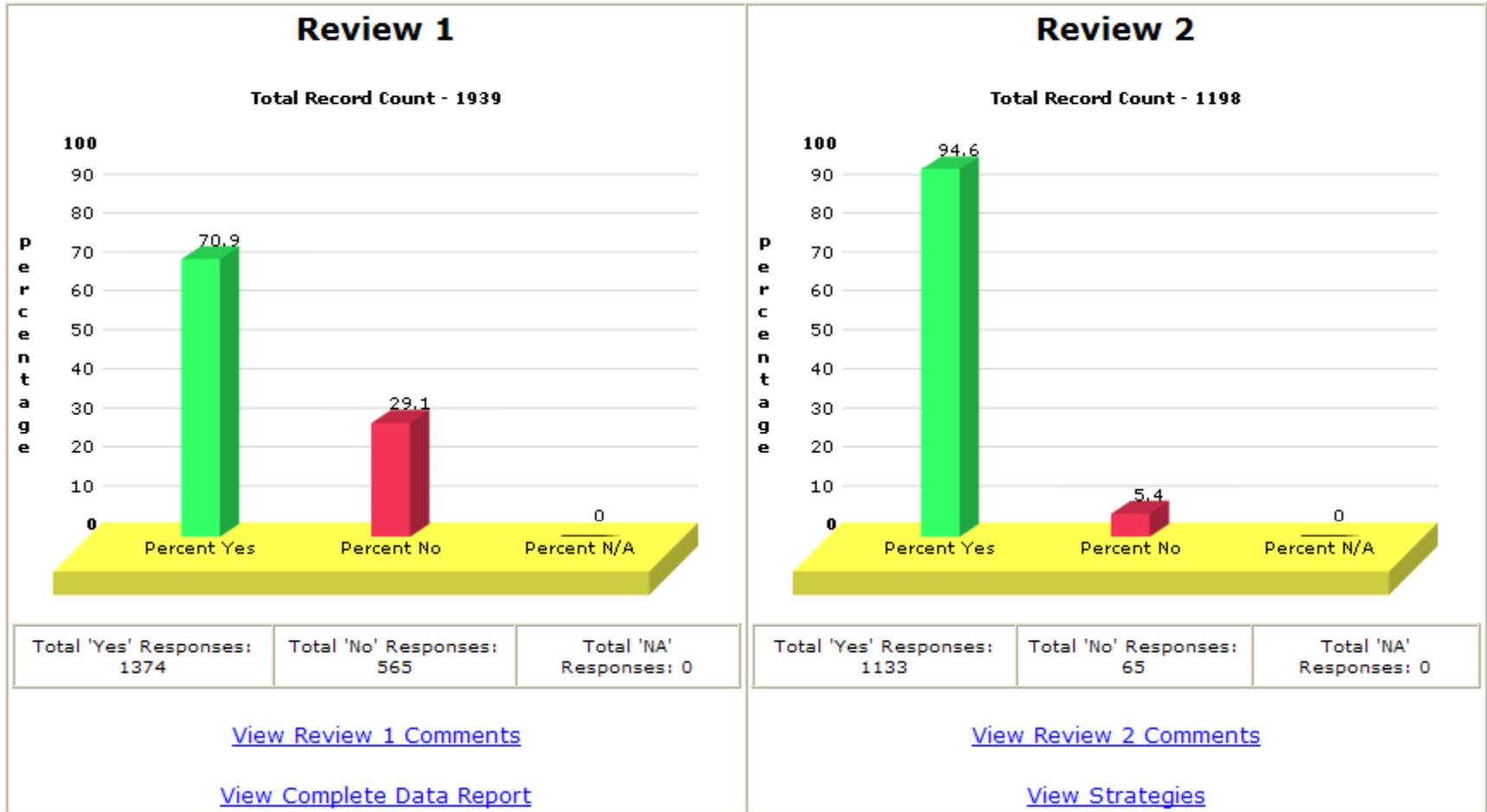


Total 'Yes' Responses: 1087	Total 'No' Responses: 111	Total 'NA' Responses: 0
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[View Review 2 Comments](#)

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Question 16 - Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

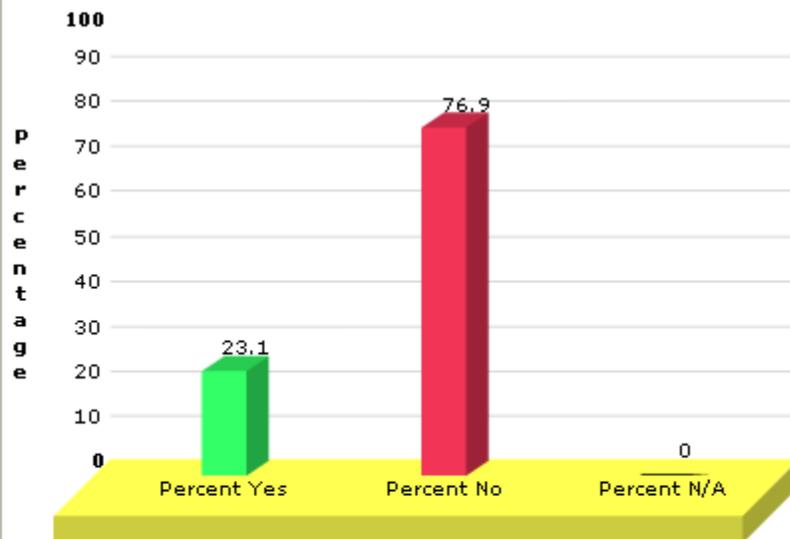


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Question 5 - For transition services that are likely to be provided or paid for by other agencies with parent(or child once the age of majority is reached) consent, is there evidence that representatives of the agency (ies) were invited to the IEP meeting?

Review 1

Total Record Count - 584



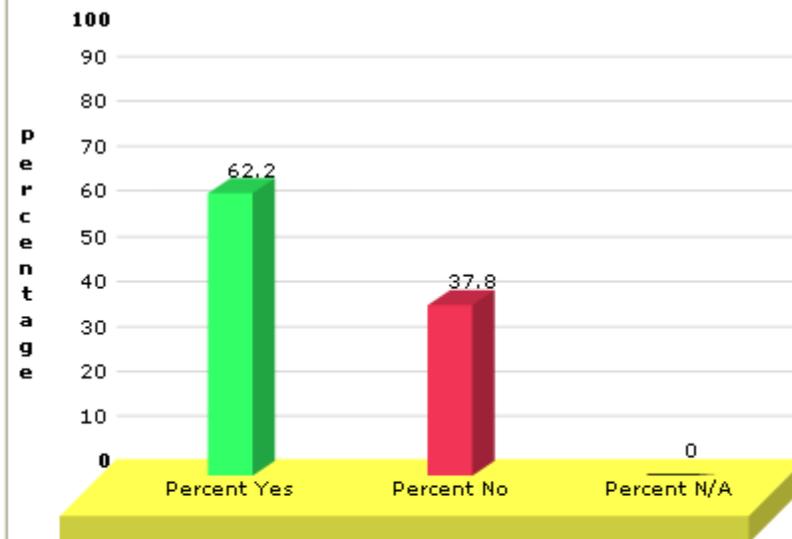
Total 'Yes' Responses: 135	Total 'No' Responses: 449	Total 'NA' Responses: 0
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Review 2

Total Record Count - 304



Total 'Yes' Responses: 189	Total 'No' Responses: 115	Total 'NA' Responses: 0
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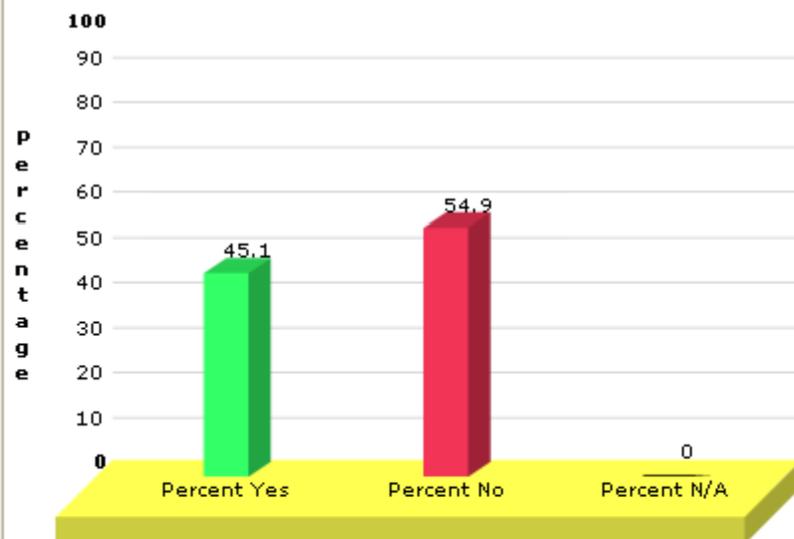
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Question 15 - Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?

Review 1

Total Record Count - 1939



Total 'Yes' Responses:
875

Total 'No' Responses:
1064

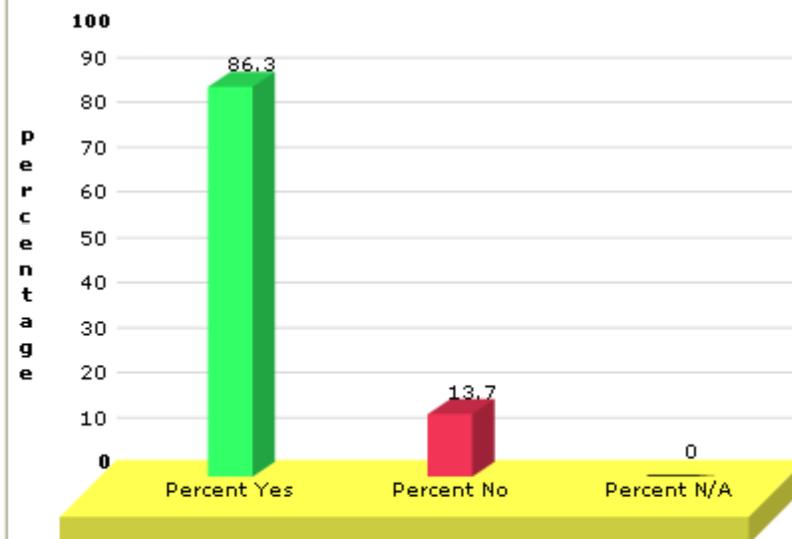
Total 'NA' Responses:
0

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Review 2

Total Record Count - 1198



Total 'Yes' Responses:
1034

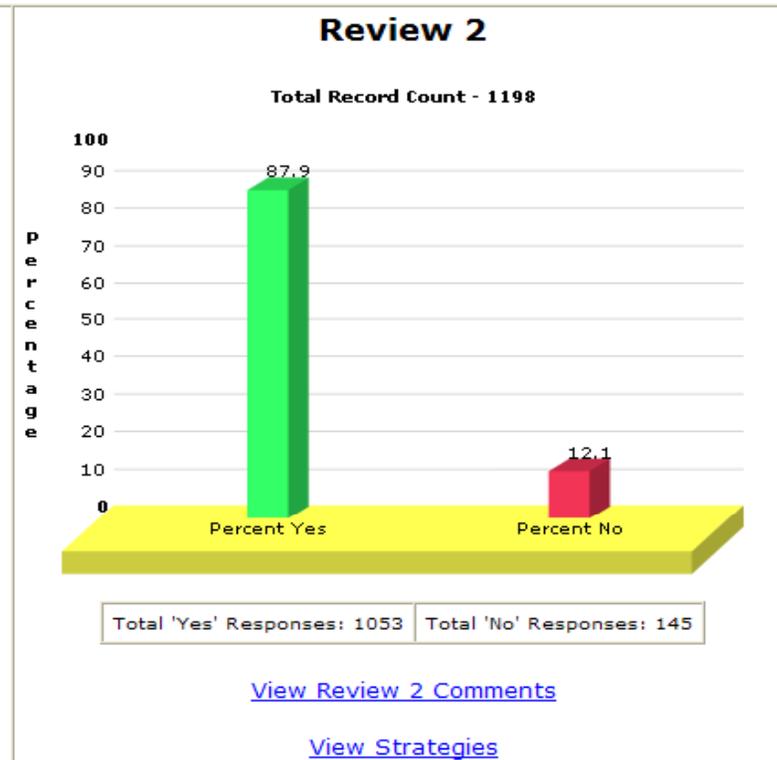
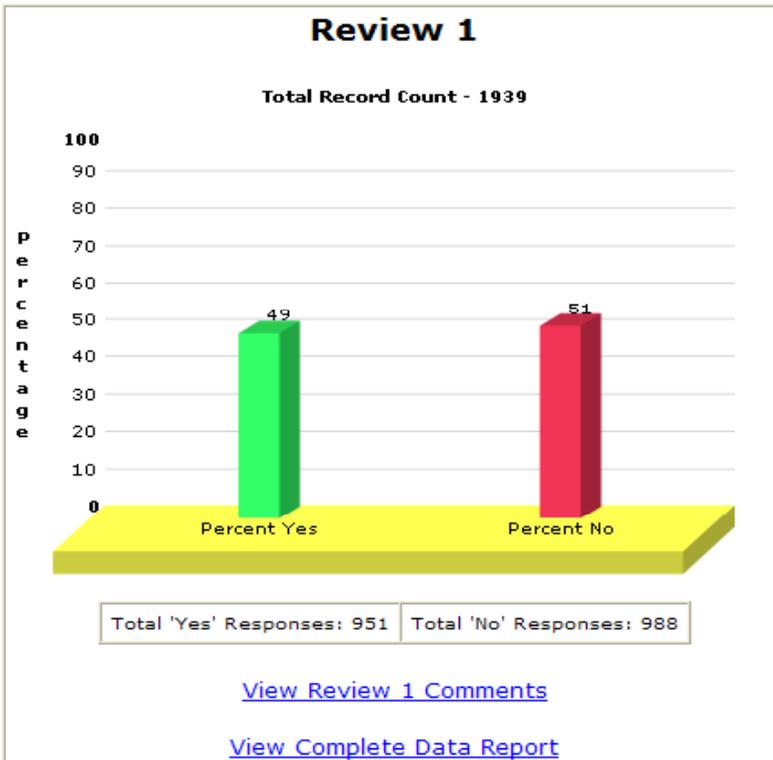
Total 'No' Responses:
164

Total 'NA' Responses:
0

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Question 20 - Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?



Evaluation Summary

2008 Transition Outcomes Project (TOPs) Training

Nov 17/18 2008

TOPs Activities:	Most Unfavorable	Less than Expected	Met Expectation	Most Favorable
Content (useful, functional)	1		14	32
Presentation (organized, clear)	1		15	32
Presenter(s) (knowledgeable, responsive)	1		7	40

TOPs Training:	Most Unfavorable	Less than Expected	Met Expectation	Most Favorable
Content (useful, functional)	1		14	34
Presentation (organized, clear)	1		14	34
Handouts (helpful, informative)	1	1	14	33
Presenter(s) (knowledgeable, responsive)	1	1	8	39

What did you find to be most beneficial?

- The process of Transition and how it relates to student's post Secondary goals.
- Understanding Compliance to indicator 13
- Types of activities to incorporate into the classroom to help students transition to post secondary goals
- Examples of transition services, measurable goals
- Detailed explanation of what the different parts of the transition IEP meant

Models of Success

- **What:** High-quality programs and supports provided at the local level in Missouri
- **When:** applications accepted on an annual basis
- **Where:** information about each model is posted on www.transitioncoalition.org
- **Who:** So far, 5 model programs & practices have been identified. Additional models are currently being developed



Home Training Collaboration Publications Resources Logout View as:

Models of Success

- [BASE Project](#)
- [C-Tran](#)
- [Career Training Program \(CTP\)](#)
- [Continental Project](#)
- [Cuba High Travel Academy](#)
- [Interpersonal Skills Class](#)
- [Kansas Youth Leadership Forum](#)
- [Margaret Garvin & Team](#)
- [Michigan Entrepreneurship Program](#)
- [Personal Data Wizard](#)
- [Randy Torres](#)
- [Rolla, Missouri Hospital Transition Program](#)
- [T.A.S.S.E.L.](#)
- [What's Next](#)

Models of Success

Each Model of Success includes a detailed description and contact information. Some of the Models include additional resources and media including documents, Powerpoint presentations, audio clips, video clips, and web links.

 [BASE Project](#)
The BASE Project located in Springfield, Missouri stands for Business Associated Student Education. The goal of the program is to provide students with opportunities to develop career awareness, exploration, assessment, and positive social skills.

[Community Transition \(Ctran\)](#)
An 18-21 community-based program in Lawrence, Kansas including a detailed booklet describing the program and how it was developed.

 [Career Training Program \(CTP\)](#)
The Career Training Program (CTP) in the Special School District in St. Louis, Missouri is a community-based work training program that utilizes 20 different work sites around St. Louis county and city.

[Continental Project](#)
A competitive employment program with a long history of interagency collaboration and is sponsored by the Flagstaff, New Mexico School District.

[Cuba High School Travel Academy \(CHTA\)](#)
A tour business of Chaco Canyon history and culture in Cuba, New Mexico developed and staffed by Cuba High School students.

[Interpersonal Skills Class](#)
A course in Shawnee Mission South High School in Overland Park, Kansas that includes students with and without disabilities. The focus is on helping the students with disabilities develop meaningful social relationships and social skills.

[Kansas Youth Leadership Forum \(KS YLF\)](#)
A website developed by a Kansas YLF delegate and mentor designed to encourage ongoing delegate

My Portfolio
Logged in as Dana Lattin

Done

TIPS for Transition

- **What:** More than 100 tips/effective practices for transition planning that are presented in two formats: a printable flyer and a searchable database.
- **Where:** The TIPS will be posted both on the DESE website and on the Missouri Transition Community of Practice.

Curriculum and Instruction

- Prepare students for life after school by teaching the basics of spelling, reading, writing, math, finances and money management.
- Teach students what the real-world requires by involving them in community-based instruction programs.
- Introduce sixth-grade students to skills that could be used for future employment.
- Provide juniors and seniors the opportunity to job shadow in areas that interest them.
- Use a self-determination/self-advocacy curriculum for all middle and high school students.
- Have your students develop a "cottage industry" where they can learn all of the components of a small business.
- Teach a unit where your students are given a three-bedroom house and a budget.
- Organize a guest speaker series on post-school life issues.
- Develop a community-based ages 18-21 program to balance high school academic demands with the need to learn transition skills to prepare for adult life. Visit <http://transitioncoalition.org/transition/18-21/index.php>.
- For a comprehensive final as part of the senior project, have students make a portfolio that includes job applications, résumés, references, etc.
- In an employability-skills classroom, do a unit on the most frequent questions in a job interview, age-accumulated wisdom and character studies.
- Teach your students about community-based recreation services such as your city's civic center.
- Teach a career education class to compliment a co-op learning experience.
- Establish summer programs for youth that include paid internships at jobs of interest.
- Team students with disabilities with a local employer to teach the real-world application of skills.
- Provide students with the materials to practice construction and carpentry skills.
- Use "The Transitions Curriculum" from the James Stanfield Publishing Company. Go to <http://www.stanfield.com/sch2wk.html>.
- Have a speech therapist work with students on how they present themselves to others.
- Use the Project Discovery Transition Planning Curriculum by Education Associates.

Transition Tips for Specific Disability Groups

- After giving functional transition assessments (such as the TPI and the YES), use a picture-based speech program to report results.
- Nonreading students can complete "My Goals After School" using Boardmaker.
- Use visual schedules with your students.
- When teaching simple household tasks to adolescents with limited verbal abilities, use a series of picture instructions that models each step of the process.
- The Laurent Clerc National Deaf Education Center provides an excellent way for students to create and showcase their strengths and abilities using a portfolio. Download a guide at <http://clerccenter.gallaudet.edu/Priorities/guide/PSG-07-26-06.pdf>.

These tips were generated by educators, families and practitioners from across the country. More detailed information will soon be available online, including a booklet with specifics and contact information. Visit:

- <http://www.missouritransition.org>
- <http://www.transitioncoalition.org>
- <http://www.dced.org>



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Phone: (573) 751-5739
Web site: <http://dese.mo.gov/divspeced>

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TIPS for TRANSITION



Missouri Department of Elementary
and Secondary Education

www.missouritransition.org

Conclusion



Missouri Transition

Creating positive outcomes for students



STATE of MISSOURI