

**From:** Barb Gilpin

**Re:** Missouri Transition Outcomes Project Application

**Date:** August 8, 2011

The Missouri Transition Outcomes Project is designed to assist local school districts in meeting the transition service requirements of the Individuals with Disabilities Education Act (IDEA), Indicator 13 of the State Performance Plan and improve post-school outcomes for students.

The project uses a data-driven model that:

- Identifies and evaluates current practices in meeting the transition requirements.
- Includes baseline data from student IEPs that serve as the context for setting
- goals, developing strategies and implementing a district plan for Indicator 13 and demonstrate improvement.
- Promotes an IEP process that is driven by the student's measurable postsecondary goals and post school results.
- Emphasizes improving transition services, showing improvement and increasing the likelihood of successful post-school outcomes for students.
- Empowers districts to make changes in systems, processes, forms, programs and approaches.  
(Conceptual Framework, O'Leary, 1999)

Benefits to schools in the project include:

- Collection of data that can be used to set goals, develop improvement strategies and show improvement in meeting Indicator 13;
- Ongoing professional development opportunities;
- Opportunities for networking with adult service agencies;
- Access to a variety of resource materials;
- Limited funding to defray the costs of implementing activities;
- Technical assistance to help staff understand "what" the transition requirements say, and "how" to implement them through the IEP process; and
- Improved coordination of services between school and agency personnel.

Schools in the project are asked to:

- Complete and sign the attached project agreement.
- Identify project participants (including a general or special education administrator) who will remain involved with ongoing technical assistance activities
- Commit to improving post-school results of students with disabilities.
- Identify staff who will be involved in training, file reviews, reporting of data and following through on a district plan of action.
- Provide access to student files for the purpose of data collection.
- Develop an action plan for improvement that includes:
  - Goals, activities and timelines;
  - A prioritized list of activities to be completed in the first year; and
  - Identified team members who will be responsible for implementing change.
- Provide administrative support to staff involved in the project.
- Share ideas and strategies with other districts and education personnel.
- Set aside time for TOPS personnel to meet with staff to:
  - Attend training on the TOPs process and model and conduct file reviews.
  - Share findings from initial data collection and set goals for improvement (Report Out Meeting);
  - Provide ongoing technical assistance; and
  - Report baseline and final data collection.

If you have questions, please contact:

Barb Gilpin, Assistant Director, Effective Practices at: 573-751-7661 or [barb.gilpin@dese.mo.gov](mailto:barb.gilpin@dese.mo.gov).

If selected to be a part of the project, your districts will be required to complete and sign the attached project agreement. Once the agreement is received and reviewed, a transition consultant will contact the school/special education administrator to talk about “next steps.” The agreement can be mailed or faxed to:

Barb Gilpin  
Special Education Effective Practices  
PO Box 480  
Jefferson City, MO 65102  
Fax: (573) 526-5946

Attachment



**As a project participant, we agree to:**

- Identify project participants (including a general or special education administrator) who will remain involved with ongoing technical assistance activities.
- Commit to improving post-school outcomes of students with disabilities.
- Provide time for project participants to go through the TOPs training and conduct IEP file reviews.
- Provide access to student files for the purpose of data collection.
- Develop an action plan for improvement that includes:
  - Goals, activities and timelines;
  - A prioritized list of activities to be completed in the first year; and
  - Identified team members who will be responsible for implementing change.
- Provide administrative support to staff involved in the project.
- Share ideas and strategies with other districts.
- Set aside time for transition consultants to meet with staff to:
  - Attend training on the TOPs process and model and conduct file reviews.
  - Share findings from initial data collection and set goals for improvement (Report Out Meeting);
  - Provide ongoing technical assistance; and
  - Report baseline and final data collection.

**Signed** \_\_\_\_\_  
(School/Special Education Administrator)

**Signed** \_\_\_\_\_  
(School/High School Principal)

**Signed** \_\_\_\_\_  
(School/Superintendent)