**Transition Outcomes Project**
Dr. Ed O’Leary has created the evidence-based TOPs approach to assisting districts meet the IDEA transition requirements as well as requirements for Indicator 13. DESE has brought the TOPs model to Missouri and 60+ districts have participated. The TOPS process includes training, IEP review, and data analysis. Each district receives technical support and assistance from their Regional Professional Development Center (RPDC) in improving their IEP and Indicator 13 data.

**Transition Frequently Asked Questions**
As practitioners ask transition compliance questions, DESE answers them in this frequently-updated document posted on the DESE and Missouri Transition websites.

**DESE Compliance Website**
http://dese.mo.gov/divspeed/Compliance/
This site provides updated IEP forms and guidance for the IEP process, including sample case studies and completed IEPs.

**Missouri School Improvement Program (MSIP)**
Every five years, schools conduct an MSIP review. In conjunction with the MSIP review they assess their special education program using the Special Education Program Review Standards and Indicators which incorporate the items in the NSTTAC Indicator 13 Checklist. DESE reviews this data and works with the districts to develop a corrective action plan, if required, to meet compliance requirements for all areas of special education, including postsecondary transition planning.

**DESE Summer Transition Institute**
This is a 2-3 day extravaganza of transition-related information, food, networking, and FUN! This conference has been a treasure-trove of materials and information for over 350 Missouri educators annually.

**Transition Seminar Series**
A series of five 4-week seminars focusing on transition topics are offered by the University of Kansas to Missouri secondary special education teachers.

**Transition Workshops**
These face-to-face sessions are provided throughout the school year on various topics related to transition. Topics have included transition compliance, transition assessment, student engagement, interagency collaboration, and summary of performance.

**RPDC Transition Consultants**
Each of the nine regions of Missouri has an RPDC Consultant specializing in transition. These consultants provide regional trainings and other consulting and continuous improvement services to meet district needs.

**Transition Coalition Online Training Modules**
www.transitioncoalition.org
The Transition Coalition has created transition training modules that address transition topics and provide forms, policies and resources specific to Missouri.

**Missouri Community Agency Search**
www.transitioncoalition.org
This is an online, searchable database of agencies throughout Missouri. Agencies are added regularly.

**Missouri Transition Website**
www.missouritransition.org
This website is home to the Missouri Community of Practice, including discussion forums, a training calendar, and regular Ask the Expert events.

**DESE Transition Webpage**
www.dese.mo.gov/divspeed/EffectivePractices/Transition.htm
Maintained by DESE, this website provides materials, information and contacts for numerous transition-related sites and topics.

**Ask the Expert Events**
Hosted on the Missouri Community of Practice, invited experts on various transition topics provide information and answer questions directly from participants.

**Missouri Interagency Transition Team (MITT)**
The MITT promotes interagency collaboration in Missouri at the state-level by establishing a group vision for improving outcomes for young adults with disabilities. Consisting of a diverse state-level membership, the MITT shares resources, develops goals and promotes activities to improve transition education and services.

**Community Transition Teams (CTTs)**
CTTs are being developed and supported in Missouri to elevate community awareness of and commitment to the improvement of post-secondary results of youth with disabilities. Ongoing training and support is provided to the CTTs as they work to meet the goals of their strategic plans.

**Transition Liaisons**
Liaisons provide opportunities for secondary transition professionals across Missouri to build capacity at the local level. The Liaisons provide input into statewide guidance documents, review training content and resources, collaborate with RPDC Consultants, and DESE, and disseminate information.

**Missouri Models of Success**
Missouri school districts are identified for effective transition programs, practices, materials, instructional approaches, and curriculum. Models are shared on www.transitioncoalition.org so others can replicate them.

**Tips for Transition**
Over 100 practices and tips have been compiled from practitioners, students and families from across the country (including Missouri) about transition practices that work. Topics include transition planning, student involvement, family involvement, curriculum and instruction, transition assessment, assistive technology, and students from specific disability groups.
WHAT IS TRANSITION?
Transition is the process of youth with disabilities moving successfully from high school to adult life. It requires a partnership among students, families, school personnel and local communities to ensure that students have the information, experiences and planning needed to be successful beyond high school.

The overall goal of transition is to provide opportunities to students so that they are employed, live as independently as they can, participate and become integrated in the community, and pursue postsecondary education and training opportunities of their choice.

The information and resources in this brochure can help you help your students.

It is the policy of the Missouri Department of Elementary and Secondary Education not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. For more information contact:

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This brochure was developed by the Transition Coalition at the University of Kansas, Center for Research on Learning for the Missouri Department of Elementary & Secondary Education. Questions regarding the statistical procedures described in this report can be directed to Dr. Amy Gaumer Erickson, aerickson@ku.edu.