



Transition Taskforce Implementation Plan

This is a living document to aid the Special Education Advisory Council and the Kansas State Department of Education in identifying immediate actions and long-term strategies to improve secondary transition for students with disabilities in Kansas. The plan will continue to evolve and be refined based on the needs of students and the input of stakeholders.

Training, Professional Development and the IEP/Transition System

Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/Redesign Principles
<p>1.Ensure the entire special education system is focusing on increasing understanding, engagement and planning of post-secondary transition at all ages, including early childhood, for students with disabilities by supporting transition preparation and planning through training, technical assistance, professional development and evaluation of implementation (see Report 1, Recommendation 1).</p>	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated. • Tools and resources spread across multiple systems. • LifeCourse Framework resources. 	<ul style="list-style-type: none"> • Review and upload existing resources to KSDE website. • Provide a transition workshop for educators (scheduled for July 27th). • Use existing KSDE “roadshows” to spread the message in general education practices. Blend the messages with Individual Plans of Study (IPS), Perkins work, Council of Superintendents meetings, Curriculum leaders, USA Conference, etc. • Marketing and dissemination of the Transition Recommendations through KASB, USA. • Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> • Create family/student friendly one-stop website for transition resources. • Work with partners/stakeholders to plan annual transition conference. • Address complete education system. • Make modules and success stories available. • Develop and implement evaluation tool to determine “success”. • Ensure resources are available for the rural areas of the state. 	<ul style="list-style-type: none"> • Postsecondary completion/attendance • Individual Plan of Study (IPS) • Student Success Skills • High School Graduation

Training, Professional Development and the IEP/Transition System

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<p>2. Establish and promote a model for effective IEP meeting practices and procedures that ensures IEPs are student led and emphasize transition across the lifespan (see Report 1, Recommendation 3).</p>	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated. • Current resources include TASN website at www.ksdetasn.org. • LifeCourse Framework resources. 	<ul style="list-style-type: none"> • Review and upload existing resources to website. • Research model programs in the state and other states using these practices. 	<ul style="list-style-type: none"> • Identify and implement effective professional development strategies (e.g., modules) on IEP best practices for LEA staff. • Identify and disseminate best practice examples for teachers on student led conferences. • Disseminate resources that help students understand their role in the IEP process. • Reinforce regular education teacher and administrator involvement in the Individual Education Plan (IEP) and IPS meetings. Special attention to include all students, including non-verbal students, etc. • Help teachers by developing tools to balance realistic life goals and stretch goals for students. 	<ul style="list-style-type: none"> • Individual Plan of Study • Student Success Skills • High School Graduation • Postsecondary Success

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			<ul style="list-style-type: none"> • District leaders and building teachers refresh learning on transition • Student credits research - How do we give credits for project-based learning and differentiating instruction, creating outcomes for individual students. Process for receiving credit. (badges information from Wendy) • Connect with the Self Advocate Coalition of Kansas and the Kansas Youth Empowerment Academy. • Alignment within KESA 	
3. Establish and promote a model for consistent child-find practices to ensure all students with disabilities that require an IEP are correctly identified. (see Report 1, Recommendation 4).	<ul style="list-style-type: none"> • Process exists in IDEA, 34 C.F.R 300.111(a)(c) • KAR 91-40-7(a) • Kansas Special Education Process Handbook 	<ul style="list-style-type: none"> • Special Designed Instruction (SDI) - hot topic at Summer Admin. Conference. (recent document released) on KSDE website. 	<ul style="list-style-type: none"> • Training and resources developed to help districts understand when a 504 plan is most appropriate and when IEP is most appropriate. 	Individual Plan of Study

Training, Professional Development and the IEP/Transition System				
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4. KSDE will work with disability stakeholders who will develop training and technical assistance to ensure transition planning includes all alternatives to guardianship (durable powers of attorney, supported decision making, etc.) are presented to ensure choices are fully informed and carefully made. Guardianship is the last resort and is utilized only after other less restrictive alternatives have been fully considered. KSDE will gather data regarding guardianship decisions (See Report 1, Recommendation 8).	<ul style="list-style-type: none"> Families Together provides training; IDEA CFR 300.520 Special Education Process Handbook, Chapter 4; Rights at Age of Majority notice. 	<ul style="list-style-type: none"> Notify KASEA members at the regular regional meetings of resources that may be available on this topic and encourage them to connect with Families Together or others to learn more. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> KSDE will work with Families Together and the Kansas Commission on Developmental Disabilities (KCDD) to disseminate resources on alternatives to guardianship. 	<ul style="list-style-type: none"> Postsecondary Success High School Graduation
5. Work with stakeholders to provide materials, training and technical assistance to ensure schools better understand, inform, and provide resources to parents and students about services in the community that	<ul style="list-style-type: none"> Kansas Commission on Disability Concerns (KCDC) has a resource map available online that is updated annually. 	<ul style="list-style-type: none"> KSDE will promote information on the KSDE and TASN websites to LEA staff. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> KSDE will identify internal and external critical partners to help develop, promote and disseminate information. 	<ul style="list-style-type: none"> Individual Plans of Study Postsecondary Success

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support individuals for effective transition during and beyond school, and throughout their lifespan (see Report 1, Recommendation 9).				
6. Establish and promote a model to educate families and professionals on how to prepare for transition beginning in early childhood and provide effective information as to how such preparation would lead to better outcomes for transition, which will ensure expectations are limitless (see Report 4, Recommendation 1).	<ul style="list-style-type: none"> • Archived transition resources will be revised/updated • LifeCourse Framework resources 	<ul style="list-style-type: none"> • Coordination with the KSDE Early Childhood Team to integrate information and resources into existing materials and future trainings. 	<ul style="list-style-type: none"> • Incorporate information on best practices into KSDE administered early childhood programs and trainings. • Develop parent/family resource and guidance documents for transition from part C to B. • Help EC providers understand the difference between EC and part B services. 	<ul style="list-style-type: none"> • Postsecondary success • High School Graduation

Training, Professional Development and the IEP/Transition System				
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7. Work with other states, Kansas state and local agencies and programs (Vocational Rehabilitation, Department of Commerce, Workforce Centers, Medicaid, HCBS Waivers, Independent Living Centers, etc.) to support the “braiding” of funds between the different systems, including providing training and technical assistance to schools, thus creating a more effective coordination of resources (See Report 4, Recommendation 2).		<ul style="list-style-type: none"> Solicit feedback from the field to identify existing opportunities and challenges that could be addressed through braiding of funds. Identify and engage stakeholders to provide input. National Technical Assistance Center on Transition (NTACT) 	<ul style="list-style-type: none"> Mapping of each program requirements on how funding is to be spent. 	<ul style="list-style-type: none"> Postsecondary Success
8. KSDE, working with disability stakeholders, will establish and promote a model to provide training to schools and teachers on how to ensure students are trained in best practices in self-advocacy and self-determination beginning at early childhood (see Report 4, Recommendation 3).	<ul style="list-style-type: none"> Archived transition resources will be revised/updated. 	<ul style="list-style-type: none"> Review and upload existing resources to website. Coordination with KSDE Early Childhood team to integrate information and resources into existing materials and future trainings. 	<ul style="list-style-type: none"> Incorporate information on best practices into KSDE administered early childhood programs and trainings. 	<ul style="list-style-type: none"> Student Success Skills Social-Emotional Learning Postsecondary success Kindergarten Readiness

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9. KSDE will work with the Kansas State Board of Regents, disability stakeholders, Kansas private colleges, and others to develop training and technical assistance to schools regarding resources available to support transitioning students into post-secondary education and training opportunities (see Report 5, Recommendation 2 and 3).	<ul style="list-style-type: none"> • OSEP letter on Postsecondary "Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities" (9/17/2019) • Promote examples of postsecondary options, e.g. KU • Think College resources. • Summary of Performance. • Kansas Career Navigator. 	<ul style="list-style-type: none"> • KSDE will help facilitate meaningful communication between Kansas Board of Regents (KBOR) staff and special education directors, by encouraging KBOR to work with Kansas Association Special Education Administrators (KASEA) to attend at least one KASEA meeting in each region each year. • Invite KBOR to participate in Transition Summit. 	<ul style="list-style-type: none"> • Develop a plan on how to inform students and families of the differences between rights and documentation for accommodations. • IDEA/504/ADA • Summary of Performance guidance templates to access additional education opportunities. This should be a tool for students. Common vocabulary. 	<ul style="list-style-type: none"> • Individual Plan of Study • Postsecondary Success • High School Graduation
10. KSDE will establish and provide guidance on quality practices to ensure schools provide individualized supports and services for students age 18 through 21 (See Report 4, Recommendation 4).	<ul style="list-style-type: none"> • Special Education process handbook • KIDS Data Dictionary 	<ul style="list-style-type: none"> • Share resources on Project Search, other examples of quality services through monthly special education director's webinar. 	<ul style="list-style-type: none"> • Develop tools to clarify and increase understanding of 18-21-year-old student needs. • Inventory of resources for 18-21-year-old services. • Make sure we have support for credits of students who move 	<ul style="list-style-type: none"> • Student Success Skills • Postsecondary Success

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		<ul style="list-style-type: none"> Provide clarification on graduation reporting (code 22) to districts (superintendents, KIDS clerks) via listserv. KIDS training. 	from one program to another. (homeschooled, juvenile justice, foster care students)	

Systems Change and Coordination				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1. KSDE will provide a model to ensure students with disabilities with IEPs of appropriate age, and their legal decision makers, receive a referral to Vocational Rehabilitation and Workforce Development Centers (see Report 1, Recommendation 7).		<ul style="list-style-type: none"> KSDE will help facilitate meaningful communication between Vocational Rehabilitation (VR) and Pre-Employment Transition Services (Pre-ETS) staff and special education directors, by encouraging VR & Pre-ETS to work with KASEA to attend at least one KASEA meeting in each region each year. 	<ul style="list-style-type: none"> Survey agencies to determine interactions and use of these services. Provide resource information to districts. Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills
2. KSDE will provide a model for schools to ensure transition plans have meaningful steps, activities and mechanisms to ensure students with disabilities transition to competitive, integrated employment as the first and preferred option (see Report 3, Recommendation 1).		<ul style="list-style-type: none"> Increase awareness of requirements regarding the Employment First Initiative Act through monthly special education webinar and KASEA regional meetings. Review and upload existing resources to website Develop Career Technical Education 	<ul style="list-style-type: none"> Incorporate explicit information on Employment First into both existing and future resources Student led conferences Stakeholder engagement with Employment First, Kansas Developmental Disability Network, Self-Advocate Coalition of KS, Big Tent Coalition, community groups 	<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills High School Graduation

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		(CTE) pathways handout	<ul style="list-style-type: none"> Least Restrictive Environment (LRE) in workplace that will be successful for the individual. 	
3. KSDE will work with the Kansas Vocational Rehabilitation program on methods to better ensure more active and effective engagement with schools regarding post-secondary transition (See Report 3, Recommendation 2.)	<ul style="list-style-type: none"> KSDE/Kansas Rehabilitation Services (KRS) MOU Special Education Process Handbook Chapter 4 K.S.A. 75-53-101 notification to Department of Children and Family (DCF) 	<ul style="list-style-type: none"> Regular meetings between KSDE and DCF staff to facilitate coordination and support. 		<ul style="list-style-type: none"> Student Success Skills Postsecondary Success Skills High School Graduation
4. KSDE will work with the Executive Branch agencies to be intricately involved in the coordination of planning and implementation efforts on disability employment issues. KSDE needs to have key decision makers involved and engaged with Executive Branch	<ul style="list-style-type: none"> KSDE has representation on the following councils: KCDD, Employment First, Kansas Rehabilitation Services (KRS) State Council, Working Healthy, KCDC, and Children's Cabinet. 	<ul style="list-style-type: none"> KSDE will participate in future opportunities for collaboration as they arise. 		

Systems Change and Coordination				
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agencies in an effective method to coordinate disability employment and post-secondary transition issues. This coordination is important to ensure improved disability employment outcomes, including post-secondary transition (See Report 3, Recommendation 3).				

Capacity Building				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1. Ensure schools are providing effective numbers and sufficiently trained transition coordinators/specialists (see Report 1, Recommendation 2).		<ul style="list-style-type: none"> Solicit feedback on both exemplars and challenges from the field to inform future action. Include teachers and instructional coaches on the sufficiently trained staff list. (more than just the coordinator/specialist s work) 	<ul style="list-style-type: none"> Work with the field to identify exemplars and critical qualities of staff that provide transition coordination services. Disseminate those best practices and strategies in future training and resources. Design process to meet needs through the IEP process and transition planning. Get data on the existing situation of coordinators/ specialists currently being used in KS. Develop Regional transition support system. Plan for sustainability needs. Stakeholders -Federally created DD network which is DRC, KCDD, and KU, in Kansas. 	<ul style="list-style-type: none"> Individual Plan of Study Postsecondary Success
2. Working with disability stakeholders, develop a plan to increase independent advocates in order to empower	<ul style="list-style-type: none"> Families Together 		<ul style="list-style-type: none"> Identify and engage stakeholders to provide input. 	<ul style="list-style-type: none"> Individual Plan of Study Postsecondary Success

Capacity Building				
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parents and students to effectively navigate the special education system and advocate during planning and implementation of the individualized educational program and process, including transition (see Report 1, Recommendation 5)			<ul style="list-style-type: none"> • Training with students and parents to be their own advocates. 	
3. Working with disability stakeholders, develop a plan to ensure better access to benefits planners and planning materials to bust the myths surrounding employment and disability benefits. This access to benefits information and planners must start early to combat the systemic and prolific myths about work and benefits in the disability community (See Report 1, Recommendation 10).	<ul style="list-style-type: none"> • Working Healthy resources • Families Together • United Cerebral Palsy (UCP) Research in Wichita, Ks 	<ul style="list-style-type: none"> • In collaboration with Families Together and Working Healthy review existing resources on employment options and how to maintain benefits. • Develop a plan on how students and families can access the information. (Example having resource information available at IEP meetings.) 	<ul style="list-style-type: none"> • Identify and engage stakeholders to provide input. • KSDE website and publicize opportunities for students to maintain current benefits and work. 	<ul style="list-style-type: none"> • Individual Plan of Study

NOTE FOR DATA RECOMMENDATIONS: KSDE will reach out to universities to recruit summer interns to assist with gathering, processing, and analyzing transition data, in collaboration with other relevant state agencies.

Data Collection and Tracking				
Taskforce Recommendation	Existing Assets and Supports	Immediate Actions (within six months)	Long-term Strategies (more than six months)	Board Outcomes/ Redesign Principles
1.Create a heat map of the state to identify where students are transitioning into sheltered workshops.				<ul style="list-style-type: none"> • Postsecondary Success Skills
2.Identify districts providing real working experiences in the community for youth.				<ul style="list-style-type: none"> • Individual Plan of Study • Postsecondary Success Skills
3.Identify which districts have a transition council.				<ul style="list-style-type: none"> • Postsecondary Success Skills
4.Determine which districts are collecting their own post-school data.	<ul style="list-style-type: none"> • Indicator 14 of the State Performance Plan Annual Report. 	<ul style="list-style-type: none"> • Identify who is doing additional tracking? 		<ul style="list-style-type: none"> • Postsecondary Success Skills
5.Perform additional data collections and analysis as may be necessary to implement other recommendations of the Transition Workgroup, including survey and other data to gauge school performance on the IEP and transition issues contained in the Employment Systems Change Coalition report.		<ul style="list-style-type: none"> • Identify and engage stakeholders to provide input. Big Tent Coalition 		<ul style="list-style-type: none"> • Postsecondary Success Skills