MISSOURI DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

2011 TRANSITION PROFESSIONAL DEVELOPMENT & SCHOOL IMPROVEMENT IMPACT REPORT

Supporting students with disabilities in their transition from high school to post-secondary life activities

2010-2011

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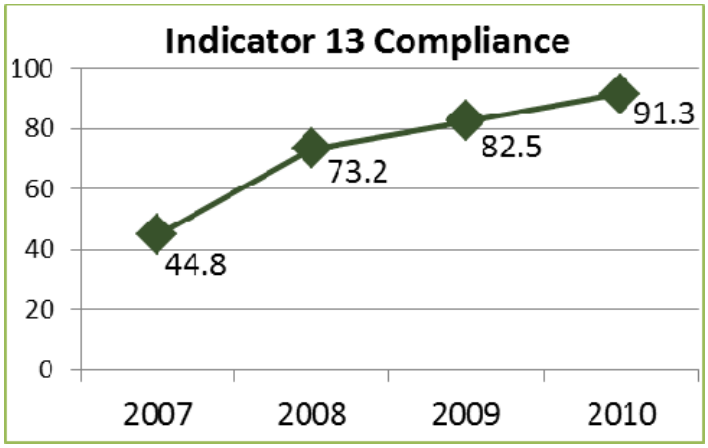
Overview of Secondary Transition

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 after school.



Secondary transition is a requirement of the Individuals with Disabilities Education Improvement Act (IDEA) to help facilitate the movement of students with disabilities from school to adult life. Annually, the state reports special education transition data to the Federal Office of Special Education Programs on the State Performance Plan, Annual Performance Report Indicator 13: *Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will enable the student to meet the postsecondary goals*.

Over the past four years, Indicator 13 data has greatly improved.

Secondary transition efforts also influence other State Performance Plan Indicators.

Indicator 1: *Percent of youth with IEPs graduating high school with a regular diploma.*

Indicator 2: *Percent of youth with IEPs dropping out of high school.*

Indicator 4: *Rates of suspension and expulsion.*

Indicator 14: *Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:*

A. *Enrolled in higher education within one year of leaving high school.*
B. *Enrolled in higher education or competitively employed within one year of leaving high school.*
C. *Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*

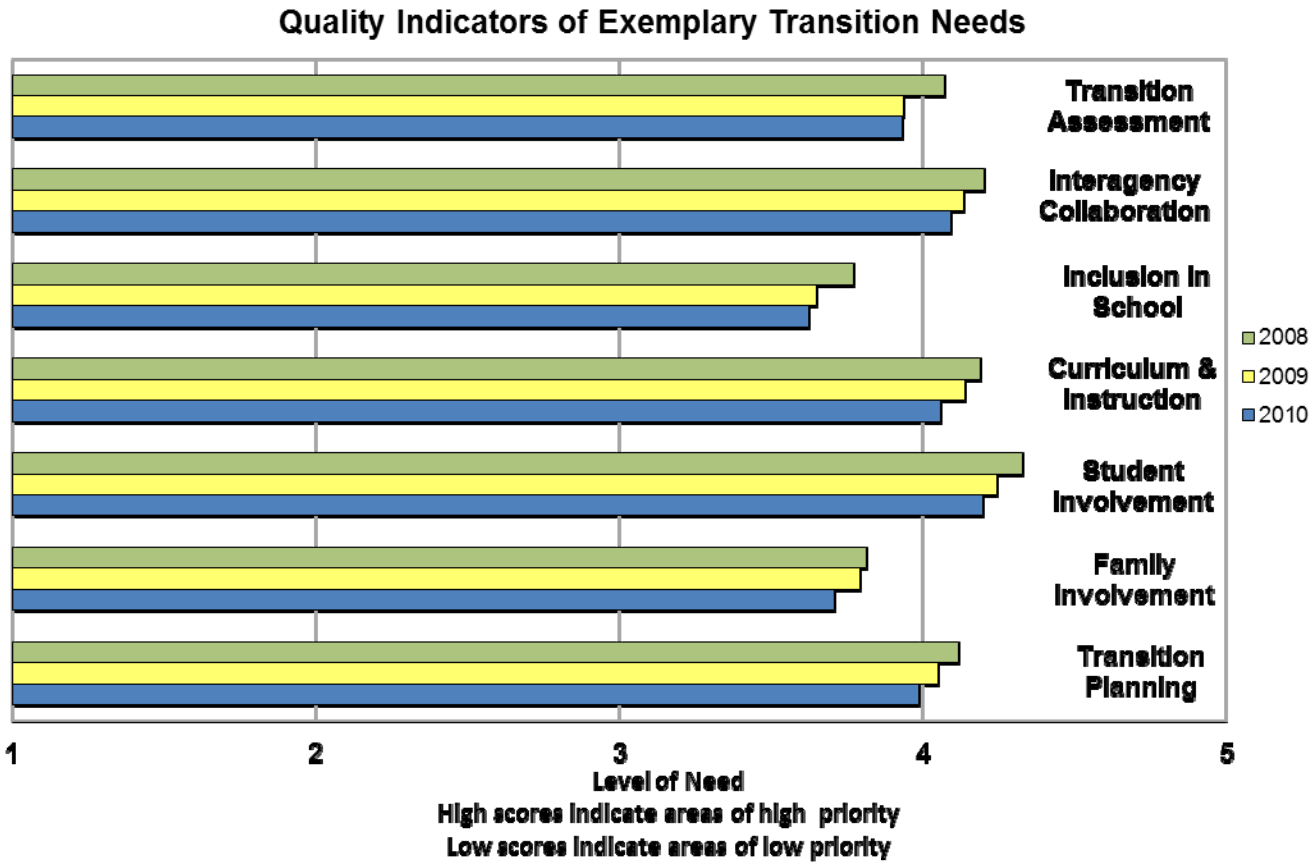
The Missouri Department of Elementary & Secondary Education has designed transition efforts to meaningfully and positively impact these State Performance Plan Indicators, as identified in the Part B SPP/ APR Improvement Activities Evaluation Action Plan. This action plan is available for download at http://www.dese.mo.gov/divspeced/SPPActionPlan.html.

The following pages describe the state-wide professional development and school improvement efforts in transition and report the impact of these endeavors.

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

Transition Needs in Missouri

The *Quality Indicators of Exemplary Transition Programs Needs Assessment* (QI) is a standardized online assessment tool that helps transition professionals and district-level teams analyze their current practices in secondary transition domains. This 40-item survey, asks professionals to evaluate both the value and the status of transition indicators in their school or district. These scores are then combined to prioritize district-level needs by transition domain, with high scores representing domains that should be targeted for improvement. ***The QI was completed by more than 100 Missouri transition professionals in each of the past three years (2008, 2009 and 2010).***



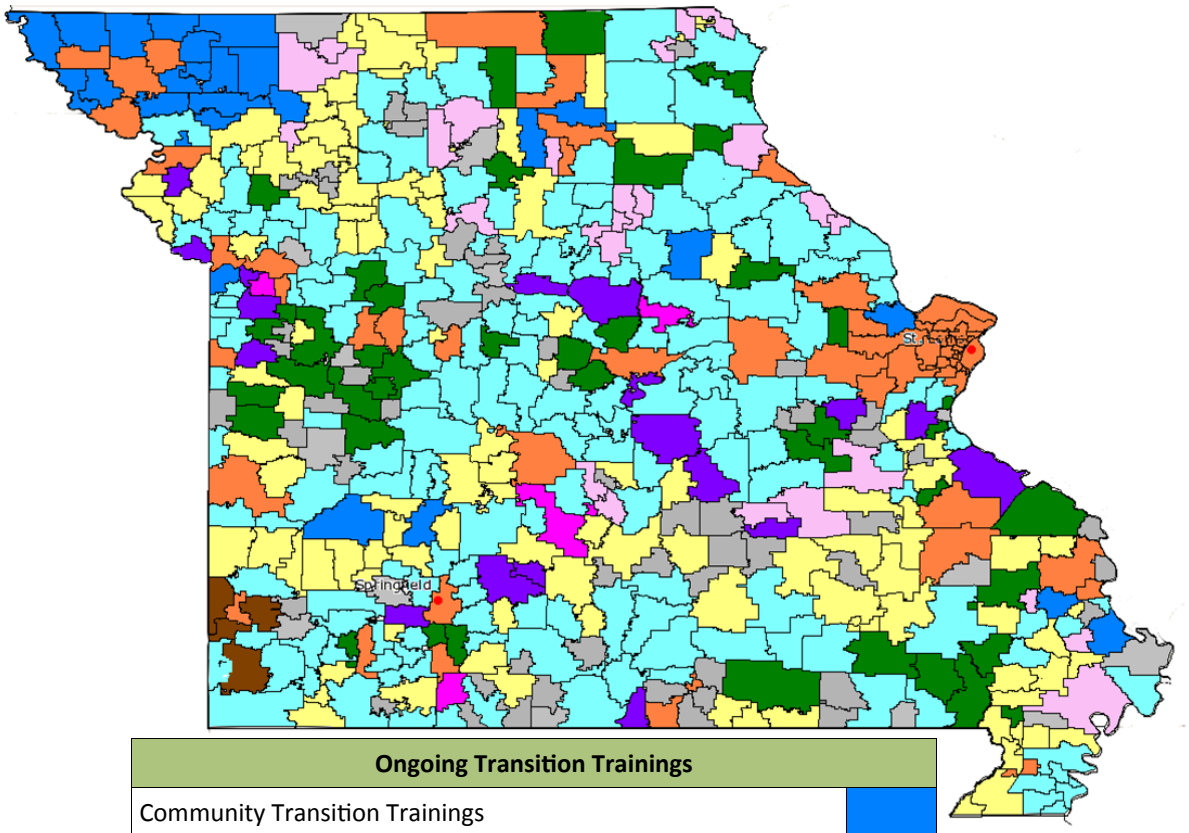
The graph summaries that the QI results for the past three years by transition domain. During each year, areas of highest priority have been the focus of ongoing professional development efforts.

Annual Transition Professional Development Focus
2007: Transition Compliance and Best Practices
2008: Transition Assessment, Interagency Collaboration and Summary of Performance
2009: Student Engagement and Self-Determination
2010: Enhancing Employment Outcomes for Students with Disabilities

District Participation in Transition Professional Development

More than 100 face-to-face trainings were offered in transition planning during the 2010-2011 school year including the DESE Transition Institute, state-wide workshops, and regional institutes. Over 2,200 attendees including teachers, administrators, transition and work experience coordinators, and adult service agency personnel participated in these trainings and workshops. ***Staff from 374 districts participated in state or regional transition professional development during the past three years.*** This represents 78% of the K-12 districts in Missouri.

The following map shows the districts impacted by the state and regional face-to-face trainings in secondary transition.



Ongoing Transition Trainings	
Community Transition Trainings	
Transition Liaisons	
Transition Seminar Series	
Transition Outcomes Project	
Graduation/Dropout-Prevention Initiative	
Multiple Initiative	
Transition Workshops	
Transition Institute & Mid-Year Workshop	
RPDC Transition Workshop	
Other Districts	
Districts without High Schools	
Districts NOT Involved in Regional or State Transition Trainings	

Missouri Community Agency Search

The purpose of the *Missouri Community Agency Search* is to provide an easy, searchable method for Missouri transition stakeholders to identify community resources, agencies and information throughout Missouri which can provide services to youth with disabilities.
All of the following types of agencies are included in the *Missouri Community Agency Search:*

- Vocational Rehabilitation offices
- Centers for Independent Living (CILs)
- Public 2-year and 4-year colleges and universities
- Agencies providing services for people with Intellectual Disabilities

A key feature of the *Missouri Community Agency Search* online resource is user contribution**.** Participants using the resource can suggest an agency through the site. In addition to the types of agencies listed above, a variety of agencies and community services providers have been added by users of the website.

As of June 2011, 327 agencies are included in the *Search*, with 42 new agencies added since July 1, 2010. The Missouri Community Agency Search can be accessed via www.transitioncoalition.org under the Resources tab.

The *Missouri Community Agency Search* is shared statewide throughout many of the initiatives including Community Transition Teams, face-to-face trainings, the Transition Institute, as well as through the online Transition Seminar series. At the December 2010 Community Transition Team (CTT) training, representatives from each of the CTTs were trained to add community agencies to the *Search*, thus expanding it. Community Transition Teams and Transition Liaisons were encouraged to utilize the *Search* to identify transition resources and potential service providers for Missouri students and families.

According to Google Analytics, during the period of time from July 1, 2010 – June 30, 2011 the main Missouri Community Agency Search webpage was viewed 448 times across 330 people. In addition, there were 350 search queries conducted during the same timeframe.

Missouri Community of Practice

The Missouri Transition Community of Practice (MO CoP) at www.MissouriTransition.org is a website designed to increase collaboration and information-sharing among transition professionals and consultants across Missouri. This website includes information on upcoming events, resources, links to websites, discussion forums and hosts events such as *Ask the Expert*.

As of July 1, 2011, 728 individuals have accounts on the MO CoP, all of which receive regular emails with information on resources and upcoming events, as well as the discussion posts. The un-moderated discussion forums were viewed a total of 306 times across 167 users for the period of July 1, 2010 – June 30, 2011. Including Ask the Expert forums increases this number to 1119 page views.

Main Features of the Missouri Transition Community of Practice

Calendar -Transition trainings and events occurring throughout the state are posted on the calendar.

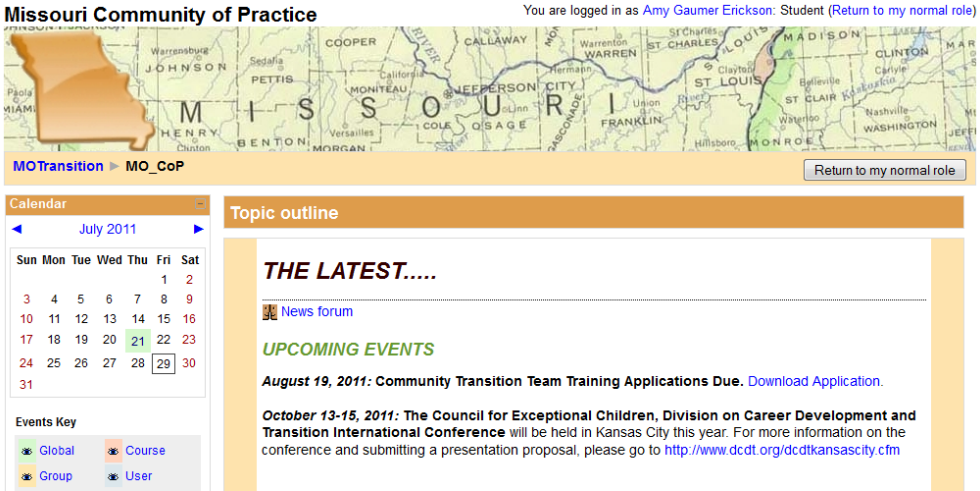
News - Announcements regarding training, Ask the Expert events, and Summer Institute as well as other events are shared through the News section of MO CoP. Each person enrolled in MO CoP automatically receives an email message of any News item that is posted. Twenty News items were posted to the site between August 19, 2010-June 30, 2011.

Discussion Forums - Fourteen un-moderated discussion forums are listed on the MO CoP covering topics such as employment, independent living, compliance, assessment, etc. Any participant using the website can post questions, comments or replies on any of the forums.

Content Specific Information - Information is organized by topic on the MO CoP. Information included in these areas include documents, brochures, links and internet resources, presentations, planning materials and forms, assessment tools, etc.

Resource Topics:

- Transition Compliance & Guidance
- Student & Family Involvement
- Employment
- Interagency Collaboration
- Postsecondary Education & Training
- Transition Assessment
- Independent Living



Ask the Expert - Ask the Expert events consist of information and discussion facilitated by an identified expert on a particular topic over a specific time period. Participants can post their own questions or comments and view the questions and responses of others participating in the discussion. The following pages of this report provide specific information regarding participation in these events.

Information and Resources - Documents, materials, information and resources are provided throughout the website. Most information is first posted in the New Resources section and then moved into the appropriate content specific section at a later date. In addition, there is a specific section of the MO CoP for the DESE Transition Summer Institute presentations and related materials. Materials from all years are archived here.

Ask the Experts

The three *Ask the Expert* event topics for the 2010-11 school year were identified to correspond with the year's training priority of ***employment***. The *Ask the Expert* events were:

Project SEARCH (Nov. 1-12, 2010)	Erin Riehle, Director, Project SEARCH, Division of Disability Services, Cincinnati Children's Hospital Medical Center
Student-Run Enterprises (Jan. 17 – 28, 2011)	Kathi Mills, Secondary Special Education, Cass-Midway R-1 & Sheila Forsyth, Transition Coordinator, Branson High School
Funding for School-Based & Work-Based Career Development (Feb. 28 – March 11, 2011)	Tim McEvoy, PASS Specialist, Social Security Administration & Jennifer Kemp, Youth Policy Team Leader, U.S. Dept. of Labor, Office of Disability Employment Policy

Information about these events was disseminated via several methods:

- News section of Missouri Community of Practice (www.missouritransition.org)
- Email to all account holders on Missouri Community of Practice
- *2010-2011 Transition Save the Date Flyer*
- SELS listserv
- RPDC & Missouri Liaison meetings
- Printed fliers distributed at statewide meetings

Transition Coalition staff worked directly with the experts to create the fliers and announcements, as well as an information page, on the Missouri Community of Practice (www.missouritransition.org) regarding each event. The main information page for each event was provided on the website one week in advance of the start of the discussion. This page contained:

- Pictures, contact information, and bios for each expert
- General information about the topic
- Instructions for accessing the discussion forum (to post questions/comments)
- Additional materials provided by the experts (e.g., PowerPoint presentations, video presentations, forms, articles, brochures, materials, websites, etc.)

Once the discussion forums were made available to participants, all account holders for the Missouri Community of Practice received an email announcing the start of the discussion along with instructions for participation. An email address for assistance from Transition Coalition staff was included in this email so participants could receive help in posting a question or comment in the discussion forum. During each two-week *Ask the Expert* event, Transition Coalition staff monitored the discussion on a daily basis to provide more information, clarification of points, and to support participants to use the discussion board appropriately and within the Privacy Statement requirements.

At the conclusion of each event, participants of the Missouri Community of Practice were asked to complete a survey regarding their level of participation in the Ask the Expert event as well as their satisfaction with the topic, experts, and the technology. In addition to this survey, Transition Coalition staff collected data regarding the number of people who accessed various pages related to the Ask the Expert events. Each Ask the Expert event was archived in the appropriate section of the MO CoP. In some cases, the discussion continued beyond the timeframe of the actual event. Because all users receive a daily email message with the content of all posts in it, it is anticipated that more people followed the discussion than is reported, but page view analysis isn't available for email participation.

	Total Number of People Who:			
Event	**Viewed main forum discussion page**	**Viewed introductory information page**	**Posted questions: # of posts**	**Completed survey**
Project SEARCH (Nov., 2010)	46	45	4:9	10
Student-Run Enterprises (Jan., 2011)	180	106	17:70	19
Funding for School-Based and Work-Based Career Development (Feb./March, 2011)	122	72	17:33	4

Overall, the *Ask the Expert* events were well received. Across all *Ask the Expert* events, respondents to the survey agreed that they were: (a) comfortable asking questions and sharing information on the events, (b) found it easy to post questions/comments to the discussion forum, and (c) were satisfied with the response their questions.

For those who did not post questions, the primary reason was because they did not have any questions about the topic, however a few others indicated that they were uncomfortable using the technology or posting questions or comments on a public forum.

As for overall perceptions of the *Ask the Expert* events, respondents felt that the information provided was helpful and that important issues were discussed. A strong majority of respondents felt that the *Ask the Expert* events are an effective way to improve collaboration and information-sharing.

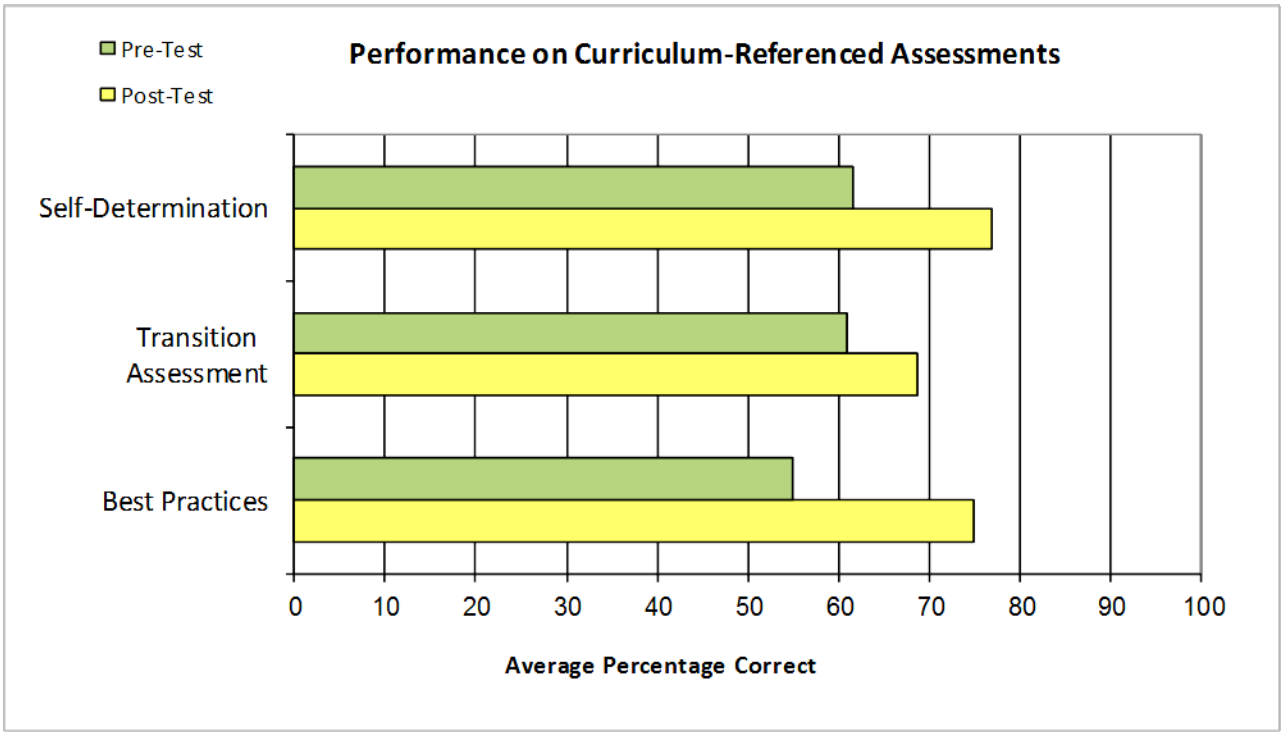
Event	Overall Satisfaction	Effectiveness of Ask the Expert events	Expert provided helpful information	Important Issues were addressed and discussed	Will use in classroom
Project SEARCH (Nov. 2010)	100%	100%	100%	100%	66.6%
Student-Run Enterprises (Jan., 2011)	92.3%	100%	100%	92.3%	76.9%
Funding for School-Based and Work-Based Career Development (Feb./March, 2011)	100%	100%	100%	100%	100%

Respondents rated each statement on a 5-point Likert scale from 'strongly disagree' to 'strongly agree.' The table shows the percent of respondents that 'agreed' or 'strongly agreed' with each statement.

Online Case-Based Training Modules

Through a collaborative effort between the Missouri Department of Elementary & Secondary Education and the Transition Coalition, three online independent-study training modules have been developed for transition professionals in Missouri. Modules include case studies, performance-based assessments, and resources on transition compliance, best practices, and transition assessment, and they are available at no cost on the Transition Coalition website. The *Best Practices in Transition Planning* module was released in Spring 2008, *Transition Assessment: The Big Picture* module in Spring 2009, and *The Essential of Self-Determination* module in Summer 2010. Production is currently underway on a fourth Missouri-specific module on the topic of enhancing employment outcomes for students with disabilities.

To date 338 individuals have completed *Best Practices in Transition Planning*, 188 have completed *Transition Assessment: The Big Picture*, and 34 have completed *The Essentials of Self-Determination*. These individuals showed significant increases in knowledge as measured by a pre/post assessment. These increases are statistically significant as measured by a paired-sample T-Test. This statistical procedure shows that the score increases are directly related to the module content and could not have occurred by chance.



Individuals who completed the modules demonstrated their ability to apply the information to case study examples, and reported high levels of satisfaction with the module content. On average, the participants strongly agreed that each module was an effective way to offer professional development and the module content would continue to be an important resource to them in the future.

On a 5-point scale (1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree). Average ratings on the modules were above 4.3.

When asked what they like best about the modules, responses include:

I could take it at my leisure, save what I needed and come back to edit.

This training module was packed with new and useful information for me. I really learned so much and feel excited to help other others working through the transition process.

It allowed me to work on the material at my own pace and when it was convenient. Also, it allowed me to complete the task without taking lots of time away from my family.

I was very excited to have a working sample of the MO forms and it answered many questions for me as to how to use them properly. I am a visual person and it really works for me to have the hands on "example."

Models of Success

Models of Success are local-level transition practices that have been proven to be effective in Missouri schools. According to Google Analytics, during the period of time from July 1, 2010 – June 30, 2011 the main page of Models of Success was viewed 2,308 times by 1,420 people. This data includes anyone who visited this page during the year, not just Missouri residents.

Models of Success have been identified and posted on www.transitioncoalition.org over the past 3 years using the following method:

Solicitation

- Submission forms were disseminated at face-to-face conferences, meetings, etc. by Transition Coalition, RPDC, and DESE staff.
- Submission forms were posted on the Missouri Transition Community of Practice (CoP) and emails with information and the application were sent on SELS and the CoP.
- The online submission form was available on www.transitioncoalition.org.

Review

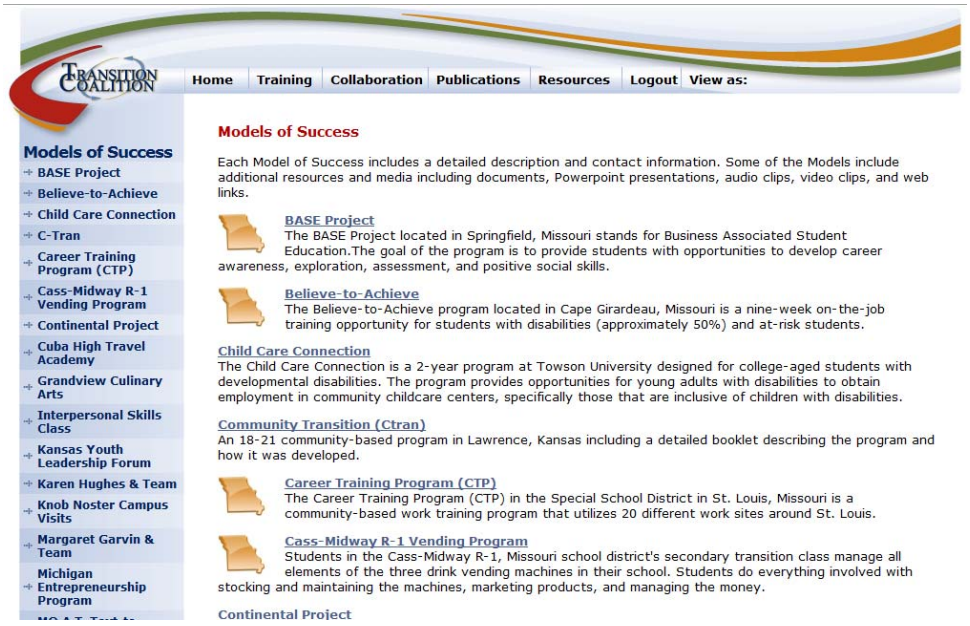
- Transition Coalition staff reviewed the submissions using a rubric.
- They the followed up with the applicants to develop detailed descriptions.
- A summary of each submission and the results of the review process, as well as the programs/practices that were recommended for development online, were provided to the DESE for final approval.

Development

- Transition Coalition staff worked with the identified Models of Success to finalize descriptions and materials for posting to Models of Success page of www.transitioncoalition.org.
- Transition Coalition staff followed up with contacts for each model annually to update their information and to ensure the model was still in place.

Dissemination

- Models identified were highlighted at appropriate face-to-face (e.g., trainings and conferences) and online events (e.g., online training modules and Ask the Experts events) in Missouri.
- RPDC Consultants and Transition Liaisons were informed of the models so that they may use them as examples in appropriate training sessions they provide.
- A link to the Models of Success page was provided on the MO CoP, www.missouritransition.org.



This year, no additional Models of Success were identified. Current models listed below were contacted to update information about their project. For more information about these programs, go to www.transitioncoalition.org.

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.

Believe-to-Achieve

The Believe-to-Achieve program located in Cape Girardeau, Missouri is a nine-week on-the-job training opportunity for students with disabilities (approximately 50%) and at-risk students.

Vocational Skills Program

The Career Training Program (CTP) in the Special School District in St. Louis, Missouri is a community-based work training program that utilizes 29 different work sites around St. Louis.

Cass-Midway R-1 Vending Program

Students in the Cass-Midway R-1 school district's secondary transition class manage all elements of the three drink vending machines in their school. Students do everything involved with stocking and maintaining the machines, marketing products, and managing the money.

Grandview High School Culinary Arts Program

The Grandview High School Culinary Arts program was implemented to include the ProStart Culinary program.

Knob Noster Campus Visits

At Knob Noster high school, students with disabilities are given an opportunity to visit and tour local college campuses. The field trips started two years ago to provide 9th through 12th graders a chance to see the educational opportunities available to them after high school.

Missouri Assistive Technology Text-to-Speech

The Missouri Assistive Technology Text-to-Speech Project was a pilot study to determine how accessible instructional materials and text-to-speech technology would impact the graduation and transition outcomes of high school students with learning disabilities.

Missouri Youth Leadership Forum

The MYLF is a unique career leadership training program for high school juniors and seniors with disabilities. The MYLF is a statewide forum designed for students with disabilities in Missouri.

Nevada Transition Portfolio

Nevada High School's Transition Program has students develop a transition portfolio to encourage and support their self-advocacy and self-awareness skills.

Pierce City Transition Portfolios

At Pierce City Schools, all students with IEPs create a transition portfolios beginning in 6th grade. These portfolios are developed throughout their educational experience in Pierce City and have been used to help them make the transition to postsecondary education and employment settings.

Rolla, Missouri Hospital Transition Program

The Rolla, Missouri Hospital Transition Program was created in order to enhance the success of students with disabilities upon graduation.

St. Louis Science Center Program

Eight high schools in the St. Louis City school district partner with the St. Louis Science Center to provide an off-campus employment program for high school juniors and seniors with disabilities.

The Transition For Life

The St. Louis Missouri City school district promotes postsecondary opportunities through the annual transition fair entitled Transition for Life. The fair gives students a chance to meet agencies/vendors prior to graduation.

Transition Liaisons

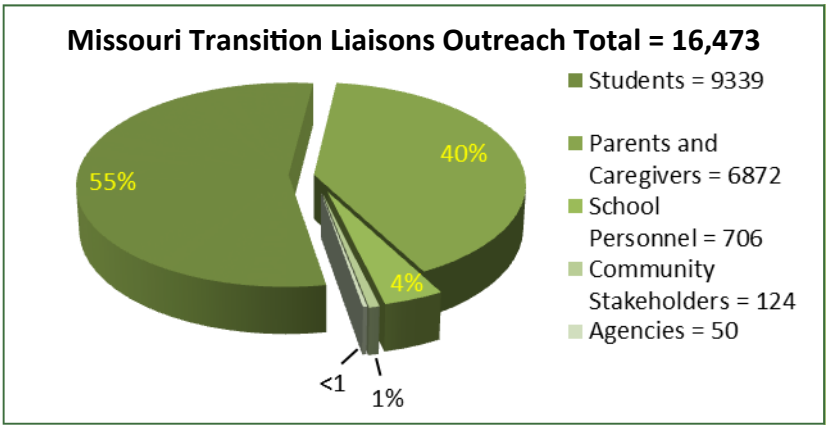
The Missouri Transition Liaison Program began in 2007 in order to improve transition education and services in the State of Missouri by supporting local-level leaders in transition education and services. In 2010-11, there were twenty-two Missouri Transition Liaisons, including ten original members. In summer 2010, five new Missouri Transition Liaisons were selected based on a competitive application process.

This past year, Missouri Transition Liaisons attended three one-day professional development sessions in Jefferson City and Columbia, MO. Liaisons increased their knowledge about transition activities for students within their local & surrounding districts through formal presentations, collaboration and exchanging ideas and resources.

In addition to receiving professional development and technical assistance, Missouri Transition Liaisons partnered with the Department of Elementary and Secondary Education to assist with activities at the Missouri Summer Institute in Transition. They also reviewed materials and resources prior to state-wide dissemination. Furthermore, the liaisons developed and released an electronic newsletter *Missouri Transition T.I.M.E.S-Transition Ideas with Maximum Effectiveness for Students (Available at* www.missouritransition.com). The newsletter has been disseminated to school personnel, students and families.

OUTREACH IN THE COMMUNITY

The Missouri Transition Liaisons completed the *Liaison Outreach Assessment* in spring 2011 to identify the outreach within their community. Students and parents/ caregivers were impacted the greatest followed by school personnel, community stakeholders and agencies.



Missouri Transition Liaisons disseminated Information about transition at the local level. Dissemination methods included email correspondence, face-to-face trainings, meetings, website postings and newsletters with information, resources and tools related to transition. Additional methods included articles in local newspapers, school bulletin boards, flyers sent home to parents, hand delivered resources to school personnel and informal conversations with staff.

A list of Transition Liaisons is available in the Transition Programs sections of the DESE Effective Practices website:

http://www.dese.mo.gov/divspeced/Effective Practices

Missouri Interagency Transition Team (MITT)

The Missouri Interagency Transition Team (MITT) was formed in 2007 to increase interagency collaboration at the state, regional and local levels. For the past five years, the state transition team has met quarterly to address data-driven goals for improvement and collaboration, with the shared vision of improving employment, independent living, and postsecondary education outcomes for Missouri students with disabilities.

Consisting of diverse membership from a variety of state agencies concerned with transition, the MITT provides a venue and mechanism to share information, network, and partner to coordinate professional development and activities. At this time, membership represents the following agencies: Missouri Parents Act (MPACT), Higher Education, Department of Mental Health, Adult Education-Missouri Connections, Regional Professional Development Centers, DESE IDEA Compliance and Effective Practices, Extended Employment/Sheltered Workshops, Vocational Rehabilitation, Department of Correction, Guidance, Office of College and Career Readiness, as well as local-level transition coordinators and leadership.

Since the creation of the MITT, participating organizations have made tremendous gains in information sharing, coordination of statewide activities, and collaboration at the state level. In January 2011, Transition Coalition staff surveyed MITT members to assess level of collaboration with each participating agency both before the MITT and currently. Members were asked to rate the strength of the collaboration using a collaboration scale (Frey, Lohmeier, Lee and Tollefson, 2006). The five-point scale provides detailed definitions of all five levels of collaboration (i.e., networking, cooperation, coordination, coalition and collaboration). Reponses were analyzed to see changes in the level of collaboration.

Results of a social networking analysis indicate that the ties between members of the MITT have significantly increased in strength. The density in 2011 was 2.413, while the density in 2007 was 1.331, a difference of 1.082. The p value was less than 0.001, indicating that this change was significant: participation in the MITT significantly improved the average strength of relationships across state agencies, creating a more dense network than prior to the MITT.

Bootstrap Paired Sample T-Test

	Density (post)	Density (pre)	Difference	SE	p-value	CI (for the difference)
Results	2.413	1.331	1.082	0.191	<0.001	(0.709, 1.455)

Furthermore, the MITT supports the development of local community transition teams in Missouri by attending statewide trainings and providing critical information. Sixteen of the 20 MITT members provided direct training to 18 local community transition teams to help them understand eligibility requirements, services, and opportunities of a variety of agencies and resources.

During the next year, the MITT plans to expand membership and continue to focus on improving state-wide collaboration and data sharing to positively impact the adult outcomes of students with disabilities.

Community Transition Teams

From 2008 to 2011, the Missouri Department of Elementary & Secondary Education and the Transition Coalition partnered to develop 26 CTTs across Missouri.

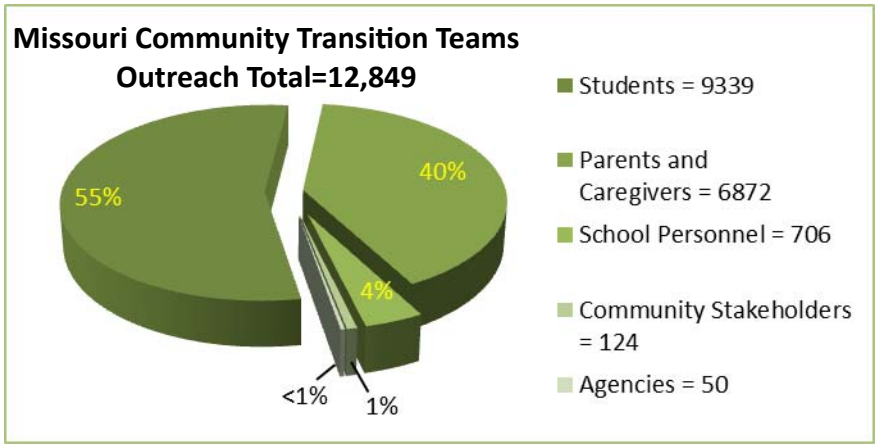
The Goals of the Missouri Community Transition Team Training:

1. Provide an understanding of transition planning, services and research-based effective practices in transition as a framework for educators, students, families, administrators, interagency personnel, community partners, and employers, to ensure that they have the necessary knowledge and tools to improve postsecondary outcomes;
2. Provide training in developing a strategic plan for community-wide transition systems;
3. Improve access to employment opportunities and other post-school activities as defined in the Individuals with Disabilities Education Act; and
4. Elevate community awareness of, and commitment to, improving student outcomes.

CTT OUTREACH IN THE COMMUNITY

In March 2011, 26 Missouri Community Transition Teams from three cohorts completed the *Community Transition Team Outreach Assessment*, providing quantitative data and listing activities and products developed by the team. The CTTs reported that their team activities focused primarily on students and parents/caregivers. Examples of some tools and resources developed by the CTTs impacting their local community were:

- Local or regional Transition Fairs, often in partnership with the RPDCs ;
- Resource directories and brochures;
- School Board presentations, newspaper releases, presentations at school or community meetings, and networking at social events to increasing awareness of Community Transition Team activities and purpose;
- Informational meetings for students and parents;
- School and community newsletters;
- New transition programs within the school setting;
- Professional development trainings within the district or in partnership with RPDCs and agency representatives;
- CTT information on the district website or the City/Community website;
- Public Service Announcements on the local radio station; and
- Daily school bulletin posts on transition related initiatives.



MISSOURI COMMUNITY TRANSITION TEAM E-BULLETIN

The third edition of the Missouri Community Transition Team E-Bulletin was published in June 2011 and is posted on the Missouri Community of Practice website. The latest edition features an article submitted by a CTT team member highlighting one of the initiatives generated by the community teams. To access E-Bulletins, go to the MO CoP: www.missouritransition.org.

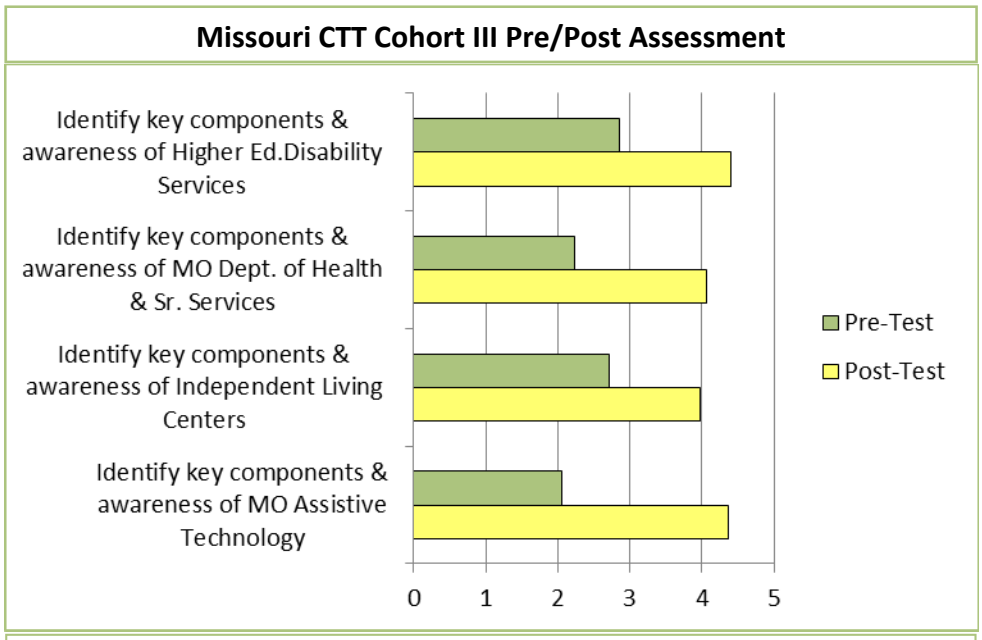
CTTs at DESE SUMMER INSTITUTE 2011

Twenty-three CTT's participated in the CTT Walk at the 2011 DESE Transition Institute. Members of each CTT assembled at their designated table for the one-hour session. CTTs engaged one-on-one with attendees to share information concerning formation, activities and goals, projects, and team tools. This session provided an opportunity for other stakeholders to solicit information from rural, suburban and urban CTTs to duplicate successful programs identified during the session. Transition Coalition staff were available to respond to questions and provide additional information throughout the conference.

COHORT III CTTS (2010-2013)		
School District/s	**Team Name**	**RPDC Region**
Farmington R-VII Fredericktown R-I	SPARKS (Students, Parents, and Agencies Reaching Kids Post-Secondary)	1
Scott County R-IV	H.I.T. (Hawks in Transition)	1
Cape Girardeau 63	C.A.T.T. (Central Adult Tiger Transition)	1
Mexico 59	GOAT (Goals, Opportunities, Advancement, Training)	2
Macon Career Center/Atlanta C-3/ LaPlata R-II/Macon Co. R-IV/Bevier C-4	M.C.T.T. (Macon County Transition Team)	4
Putnam County R-I	School 2 Work	4
Bolivar R-I	C.A.R.E.E.R. Team (Connecting All Resources for Educational and Employment Responsibilities)	7
Spokane R-VII	C.C.A.T. (Christian County Adult Transition)	7
Special School District of St. Louis County	Evolution Employment	8
St. Joseph	P.E.T.T. (Pony Express Transition Team)	10

In the summer of 2010, ten teams were selected through a competitive process to participate in the Cohort Three Missouri Community Transition Team Training. School personnel submitted the application and recruited additional members to create a six-person core team to attend three two-day training sessions (Fall-Winter-Spring) in Jefferson City. Membership included school personnel, Vocational Rehabilitation counselors, parents, Department of Mental Health case managers, Regional Professional Development Center consultants, MO Protection and Advocacy representatives, employers and a variety of adult service providers from their communities. Team membership was individualized based on the services available and needs within their community.

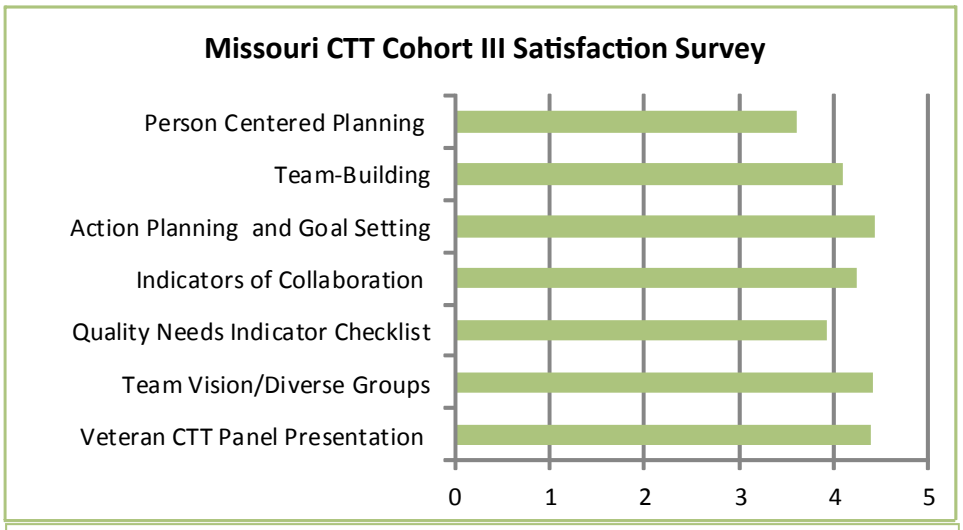
The ten Cohort III (2010-2013) CTTs received ongoing professional development focused on self-assessment & analysis of local needs, membership analysis, team names, goals and vision statements. Action plans and goals were developed and updated on an ongoing basis during each session. Over the three training sessions, twelve guest speakers from a variety of Missouri adult service agencies provided an overview of their programs and information specific to the mission of their organizations. Guest speakers included: Missouri Division of Workforce Development, Missouri Vocational Rehabilitation, Social Security Administration, Missouri Parents ACT (MPACT), Extended Employment/Sheltered Workshop, Missouri Department of Mental Health-Developmental Disabilities, Department of Corrections, Healthy Transition Initiative, Missouri Assistive Technology, Independent Living Centers, Missouri Department of Health & Senior Services, and Higher Education Office of Disability Services. Participants completed a pre/post assessment rating their knowledge of each of each agency's services. Results indicated a significant increase in knowledge of program components and eligibility requirements.



Participants were asked to rate their knowledge level before and after the training using a 5-point scale from 1 (unprepared) to 5 (prepared).

Community Transition Teams developed team goals in the following areas: increasing team membership and structure, utilizing community resources, increasing school administration support and professional development, and increasing parent and student engagement. Each time the teams met for state-wide training, teams reported progress on each goal and worked to develop new goals.

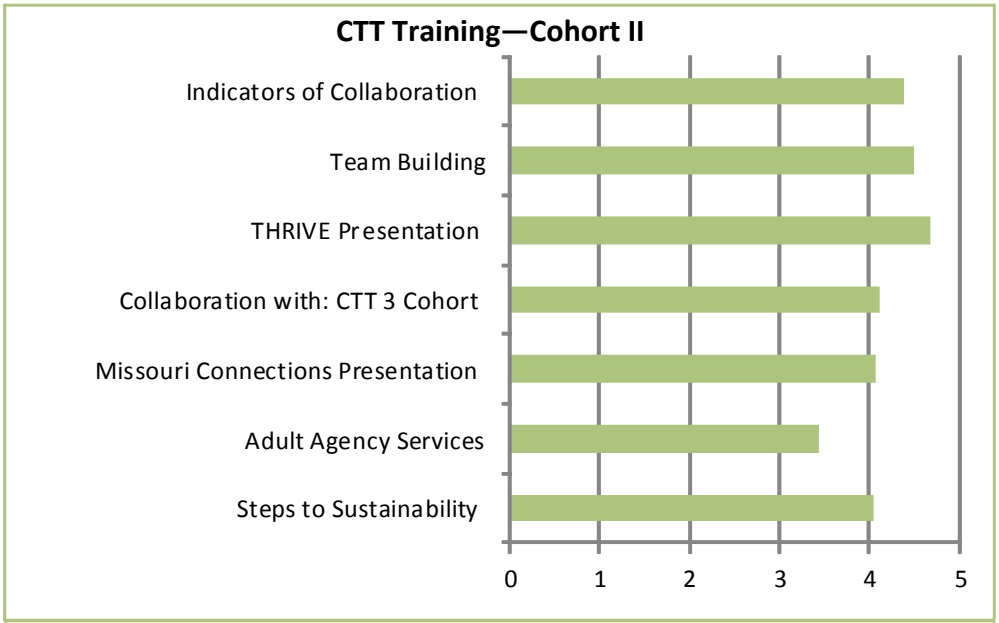
At the conclusion of each training participants were asked to complete an assessment of the training with a satisfaction survey. Results indicate high levels of satisfaction with training components.



Participants were asked to rate their satisfaction after the training using a 5-point scale from 1 (poor) to 5 (excellent).

COHORT II CTTS (2009-2012)		
School District(s)	**Team Name**	**RPDC Region**
Jackson R-II	Bridge 2 Independence	1
Camdenton R-III, Miller County R-II, Morgan County R-I & R-II	Lake Transition Team	2
Kirksville R-III	Team Teach	4
ACES Area Cooperative for Educational Support (21 Rural School Districts)	Northwest CTT	5
West Plains R-VII	SOCKETT Team (Southern Ozarks Community	6
Francis Howell R-III, St. Charles R-VI, Orchard Farm R-V	The PIT Crew (Pioneers in Transition)	8
Warrensburg R-VI	Team Tigers	9
Aurora R-VIII	DAWG (Difference/Action/ Working/Growth)	7

During the past year, two one-day trainings were provided to the eight teams in Cohort II (2009-2012) Missouri Community Transition Teams. The teams met in the fall and spring to learn content, collaborate with other teams, and review and revise action plans. Teams developed a sustainability strategic plan to recruit new members to their group and updated their action plans. The CTTs enjoyed the opportunity to network with similar groups from different school districts, exchange success stories and share resources. During the interim of the fall to spring meeting, teams returned to their community, recruited other local community members and implemented clearly defined goals.



Participants were asked to rate their satisfaction using a 5-point scale from 1 (poor) to 5 (excellent).

At the conclusion of training, participants were asked to complete an assessment of the training. The pre/ post assessment was designed for the participants to rate their level of knowledge prior to training and after training. In addition, the participants completed a satisfaction survey about the sessions. Results reveal increases in knowledge and high levels of satisfaction with the trainings.

Eight Cohort I (2008-2011) Missouri Community Transition Team (CTT) leaders participated in a teleconference to provide a summary of their current practices, reconnect with other cohort teams, and request technical assistance or support from the Transition Coalition. The format was a structured forum and participants were provided a series of questions prior to the call for reflection and report out during the session. Questions were designed to generate discussion and engage the team leaders on the sustainability of their teams.

COHORT I CTTs (2008-2011)		
School District/s	**Team Name**	**RPDC Region**
Delta R-V	Pride	1
Troy R-III	Lincoln County Transition Team	2
Kansas City Center 58	Kansas City Transition Connection	3
Hannibal 60	Mark Twain Area Council for Transition	4
St. Louis City	St. Louis Area Transition Team	8
Fort Zumwalt RII	Picture This	8
Cass-Midway R-I	Westside Exit Connection	3
Stockton R-I	Tiger Transition Network	7

Since formal training has been reduced in the third year, how active is your team?

- *100% of the teams were still active and continue to meet monthly, quarterly, or bi-annually.*

Highlight one of the activities generated by the team.

- *63% held Transition Fairs or Transition Night.*
- *63% focused on student engagement activities (e.g., accessing Missouri Connection, teaching self-determination skills and behaviors, futures planning, Disability Mentoring Day, touring the THRIVE program,*
- *distributing newsletters to families, developing a transition class, expanding a work experience program).*
- *13% provided professional development training for new school personnel and teachers in the area of transition.*

What resources could you use to better meet your goals?

- *Money and funding sources,*
- *More delegation of tasks,*
- *More time,*
- *Missouri Summer Transition Institute,*
- *Utilize resources provided by the DESE & Transition Coalition,*
- *Release time for staff to attend training and collaboration, and*
- *More professional development training in transition.*

Dropout Prevention

In 2008-09, through an extensive needs assessment and data analysis, the Missouri Interagency Transition Team (MITT) identified the common statewide need for Dropout Prevention of students both with and without disabilities. An interdepartmental effort began in 2009 to address the problem of dropout in Missouri.

In the fall of 2009, Missouri signed a Memorandum of Understanding establishing a partnership with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD). NDPC-SD was established in January 2004 to support states in assisting local education agencies to increase school completion rates and decrease dropout rates among students with disabilities. NDPC-SD is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) and is part of OSEP's Technical Assistance and Dissemination Network designed to support the national implementation of provisions of the Individuals with Disabilities Education Act (IDEA).

The NDPC-SD provides training and technical assistance to decrease dropout rates in Missouri schools. Efforts are directed at the school-level rather than district-level. The selection process identified schools already selected by the Division of Career Education to participate in a Statewide Dropout Summit. A total of 42 high schools and their feeder middle schools were invited to apply to become part of the project intended to impact all students, both with and without disabilities. Seven schools were chosen from three geographic areas around the state, one urban, one rural and one consortium of five high schools in Southwest Missouri.

Schools are located in the following communities:

St. Louis
Jefferson City
Carthage
Joplin
Carl Junction
Neosho
Aurora
Webb City

In the fall of 2009, Missouri took a group representing four of the pilot schools to attend the dropout summit in Baltimore, MD. In 2010-2011, teams from all seven schools received six days of intensive training consisting of drilling down data and identifying areas of need, as well as assistance in identifying evidenced-based interventions to impact the overall number of students dropping out.

During the past year, the DESE has developed an online database for pilot schools to upload data on a regular basis. This data includes discipline referrals, academic achievement, attendance, and other information critical to identifying school-wide areas for improvement. Also, the DESE collected action plans from the pilot schools in order to track progress and plan technical assistance and support. Staff from the pilot schools presented at the National Secondary Transition Technical Assistance Center Conference and at the 2011 DESE Transition Institute. Initial data show that these schools are increasing graduation rates and reducing dropout rates for students with disabilities.

National Dropout Prevention Center for Students with Disabilities

NDPC-SD

Transition Seminar Series

Five month-long transition seminars (100 CEU hours) were offered to Missouri transition professionals. Scholarships were provided by the DESE through a rubric-rated application process.

SEMINAR TITLES

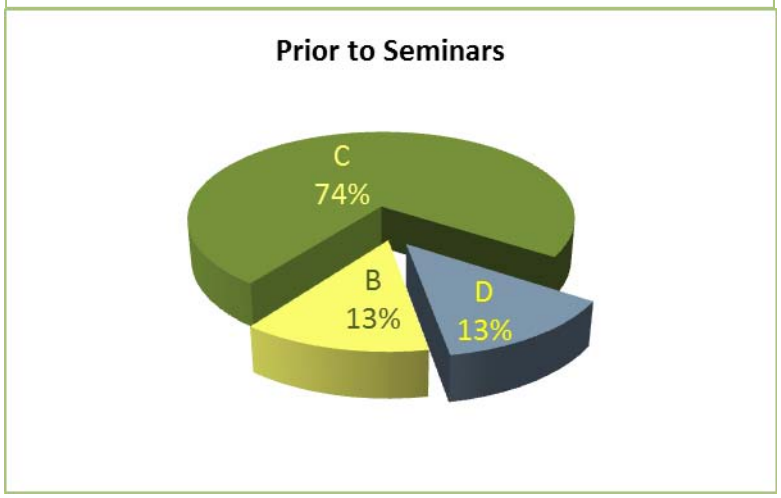
- **Introduction to Transition Education and Services**
- **Transition Assessment**
- **Family Involvement and Student Involvement in Transition**
- **Preparing Students for Employment and Postsecondary Education**
- **Interagency Collaboration during Transition Planning**

The seminar series was co-taught by Drs. Amy Gaumer Erickson and Sally Morgan Smith, instructors who hold doctoral degrees with an emphasis in transition and have been trained to provide high-quality online professional development. The instructors collaborated closely with the DESE to tailor the content, and ensure that state-level articles, videos, websites, and performance-measures were incorporated into each seminar. The research-based transition seminar series was developed to address all of the *Transition Specialist Competencies* as outlined by the Council for Exceptional Children, Division on Career Development and Transition (2000).

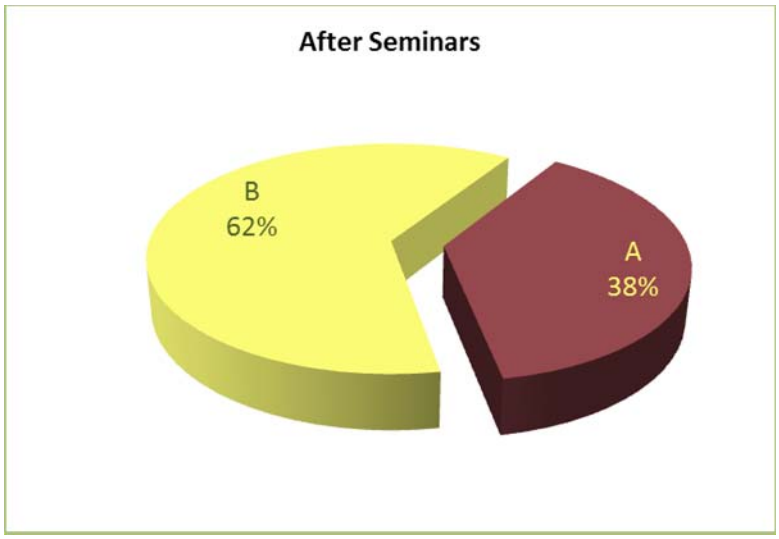
Twenty-three transition professionals across Missouri participated in the seminar series. These participants included 12 secondary-level special education teachers, 8 transition/work experience coordinators, 2 process coordinators and 1 special education director. Participants represented rural, suburban and urban Missouri school districts.

An assessment was given to identify participants' perceptions of their knowledge and skills related to transition planning and services. During the first week of online instruction, participants rated how prepared they felt to perform 40 competencies in transition planning. Upon completion of the seminar series, each participant once again rated his/her individual level of competence in transition planning.

Level of Competency by Percentage of Participants



The four-point Likert scale asked participants to grade their level of competency from "D = 1" to "A = 4". Most responses fell within the C range, with a mean score of 2.58. Individual scores ranged from 1 to 4.



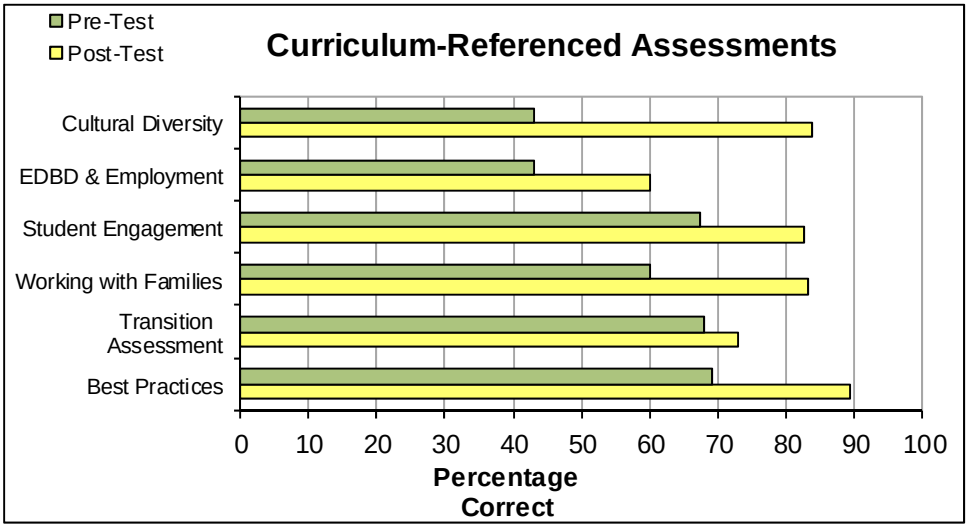
"A = 4." The mean total score was 3.37. A Paired-Samples T-test revealed a statistically significant increase in competence.

Based on individual *Quality Indicators of Exemplary Transition Programs Needs Assessment* results, the seminar participants identified goals and developed Goal Attainment Scales to monitor goal completion across the school year. Broad goals identified by the participants included: increasing student engagement in transition planning, identifying age-appropriate transition assessments, and developing a community resource guide. Participants scored their goal completion at the end of the seminar series, using the categories (a) much less than expected, (b) somewhat less than expected, (c) expected level of outcome, (d) somewhat more than expected, and (e) much more than expected. ***On average, they reached the 'somewhat more than expected' level, surpassing even their own expectations.***

Each seminar included a research-based, online learning module developed by the Transition Coalition. These modules include:

- *Best Practices in Transition Planning (Missouri Edition),*
- *Transition Assessment: The Big Picture (Missouri Edition),*
- *Working with Families during Transition Planning,*
- *Transition for Students with ED/BD*, and
- *Secondary Transition & Cultural Diversity.*

Participants demonstrated increased knowledge as measured by the pre-/post-test curriculum-referenced multiple-choice assessments. These increases in knowledge were significant as measured by a Paired-Samples T-test.



Participants gained knowledge in the specific transition planning concepts through the participation in the seminar series. Results of the performance-based assessment throughout each module showed that participants are able to apply this knowledge in a variety of situations.

Upon completion of each seminar, participants were asked to reflect on how the information will be used to improve transition services in the participant's school or community.

Each participant showed evidence of change in practice. While the participants applied their knowledge in different ways, according to their role in transition planning and the needs of their school or community, impressive change was seen in all participants.

I have gained so much information and inspiration from participating in the seminar series.

I have shared with several colleagues that these courses have been some of the best classes I have taken in my nearly thirty years of taking college classes!

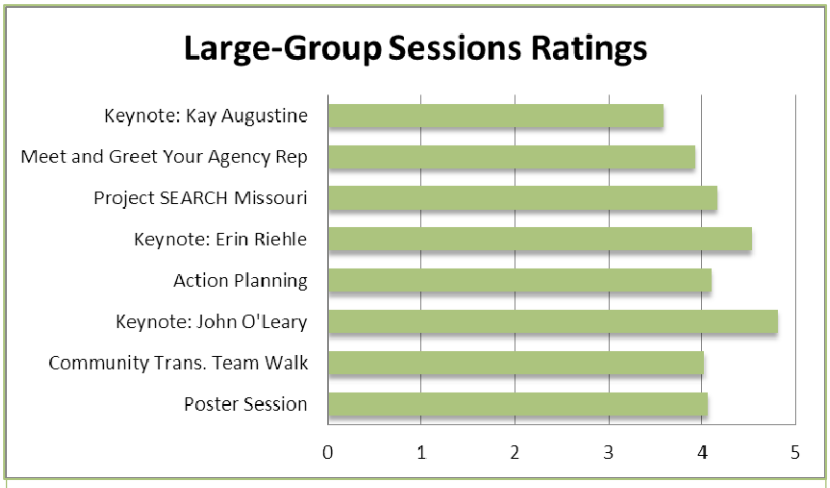
I have been equipped with numerous resources to help my students establish positive links to their future. I plan to continue to use the resources provided to improve my skills, to help my students transition to life after high school, and to encourage my colleagues on this journey. Our job as special educators does not end when our students walk across the stage to receive their diplomas. It continues as we see that our students have been prepared to create a bridge from secondary education to postsecondary life.

2011 DESE Transition Institute

The 2011 DESE Transition Institute was held in Jefferson City, Missouri, June 27-29, 2011. The 2½ day institute included: (a) keynote speeches by John O'Leary, Erin Riehle, and Kay Augustine; (b) Project SEARCH Missouri Presentation; and (c) breakout sessions on a variety of topics. Attendees of the Institute included approximately 300 parents, administrators, adult service providers and teachers from across the state.

When asked what they thought was most beneficial about the DESE Transition Institute, responses demonstrated overwhelming support for all of the resources offered, including a jump drive, handouts, the quality of presenters, the variety of breakout sessions, and the chance to network and personally visit with agencies.

- *Keynote speakers – I'm all charged up for next year!*
- *All the resources and contact information, especially the flash drive.*
- *Project SEARCH speaker – really had great ways to connect with businesses.*
- *John O'Leary's session was very thought provoking and very inspiring.*



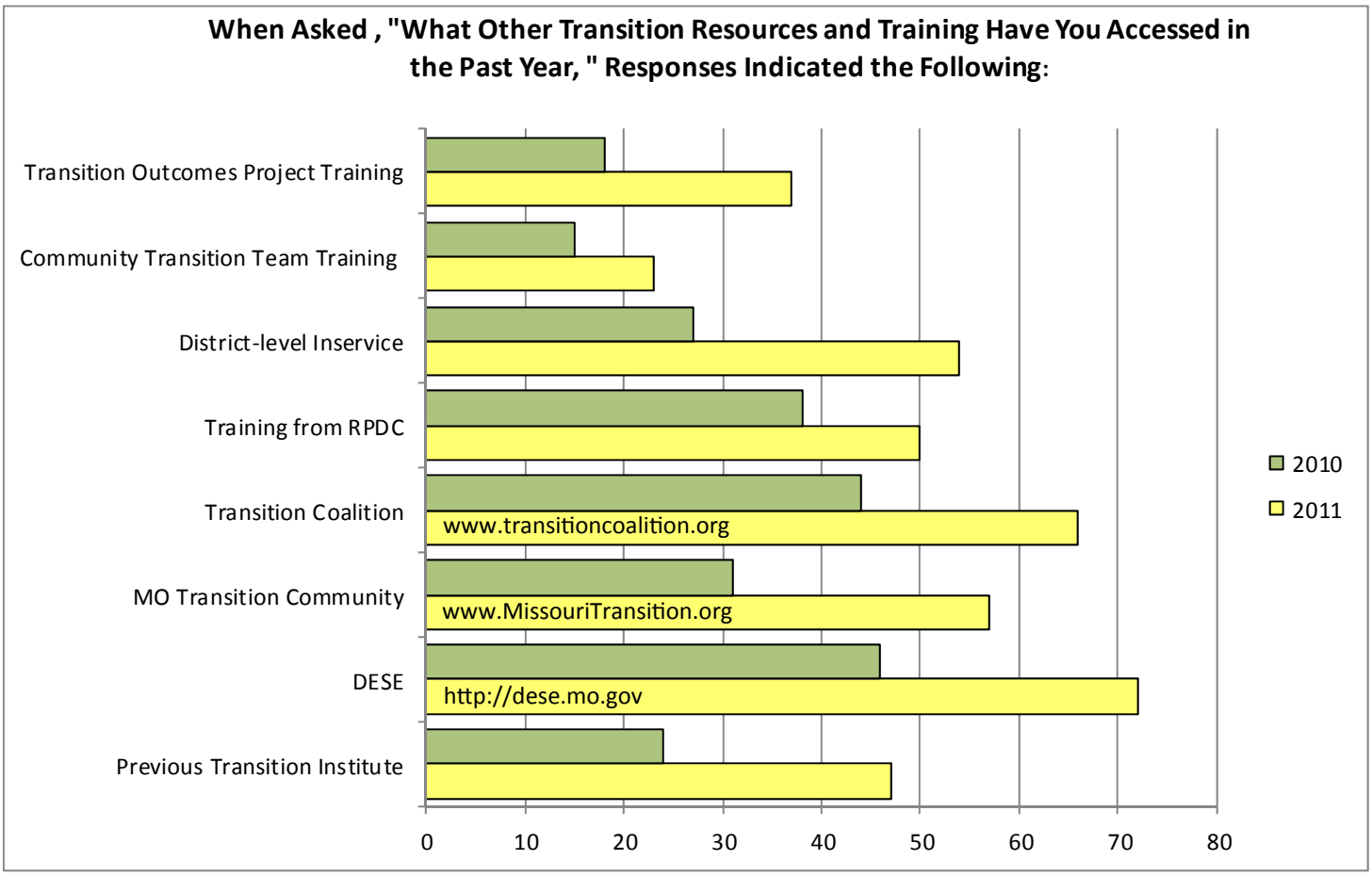
Evaluation data revealed high levels of satisfaction with all aspects of the Institute. Participants were asked to rate the quality of the large-group presentations and breakout sessions with 5 as excellent and 1 as poor. Average ratings ranged from 3.25 to 4.8 with a mean rating of 4.2 (highly satisfactory).

When asked if participants would like to see anything different in the next Institute, responses included cutting down the institute to two days, repeating breakout sessions, more audience participation, and relocating to a venue with larger meeting rooms.

- *More presentations directed to students with moderate to severe disabilities.*
- *Address the resource needs of rural areas. There are limited resources for rural areas.*
- *Make it two days only, this would save on hotel expenses.*
- *A collaboration time with teachers and agencies to team build and collaborate for an action plan and networking.*

When asked if participants had any lingering questions after the institute, responses indicated the need for more information regarding collaboration between schools and parents, and how to get additional information and training.

- *Can we continue minimal fee or free training/workshops related to transition and work experience and postsecondary resources?*
- *How to find time to phase in steps to make a difference for students transitioning to postsecondary.*
- *Rural settings – How to do great things within budget and with the available staff?*
- *How do we make a plan to get more parent involvement offered in the process?*
- *What other manuals, tools, etc. can I use and distribute and share with peer teachers so we can unify curriculum and make transition the focus.*
- *How do you go from the "ground up" to have a transition program that is beneficial when up against the attitude of "why" from the district?*
- *Where do I find the time to even partly implement all the wonderful ideas and resources I've gathered here?*



As illustrated by the graph, between 2010 and 2011, a much higher percentage of DESE Transition Institute participants accessed transition resources and workshops available within the state.

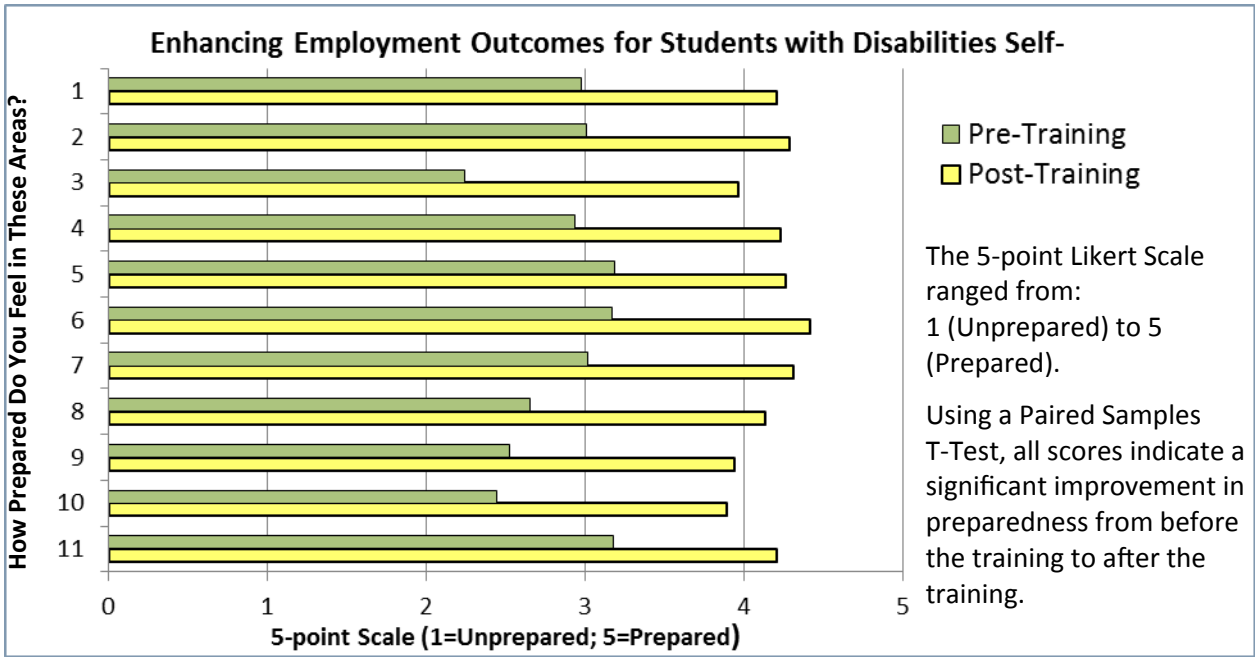
Each institute participant developed an action plan, based on the results from his/her individual Quality Needs Indicator Survey, to improve transition services at the school or district level. The action plans were scanned and are being analyzed by the Transition Coalition. In November 2011, participants will be sent a survey asking them which action steps have been completed and what additional support could be helpful. This data will be analyzed to support ongoing trainings and plan for next year's DESE Transition Institute.

Statewide Workshop

In February, 2011, a full-day statewide workshop on *Enhancing Employment Outcomes for Students with Disabilities* was held in Columbia, MO. This workshop provided information and activities on stages of career development, career assessment, school-based work experiences, community-based work experiences, collaborating with businesses, and creating a seamless transition from school to postsecondary supports.

Of the 200 transition professionals who registered for the training, 147 participants completed a questionnaire evaluating their level of competency. The survey asked participants "How prepared do you feel in the following areas?"

1. *Identifying common employment outcomes for students with disabilities.*
2. *Using career assessment data to drive planning for students.*
3. *Identifying the components of effective school-based businesses.*
4. *Building effective and ongoing relationships with employers.*
5. *Matching students to jobs that maximize their strengths and interests.*
6. *Identifying formal and informal career assessments.*
7. *Incorporating a variety of career exploration activities within the school building.*
8. *Incorporating a variety of career exploration activities within the community.*
9. *Providing appropriate supports to students at internship sites.*
10. *Providing appropriate supports to employers at internship sites.*
11. *Teaching career-related skills within required and elective coursework.*

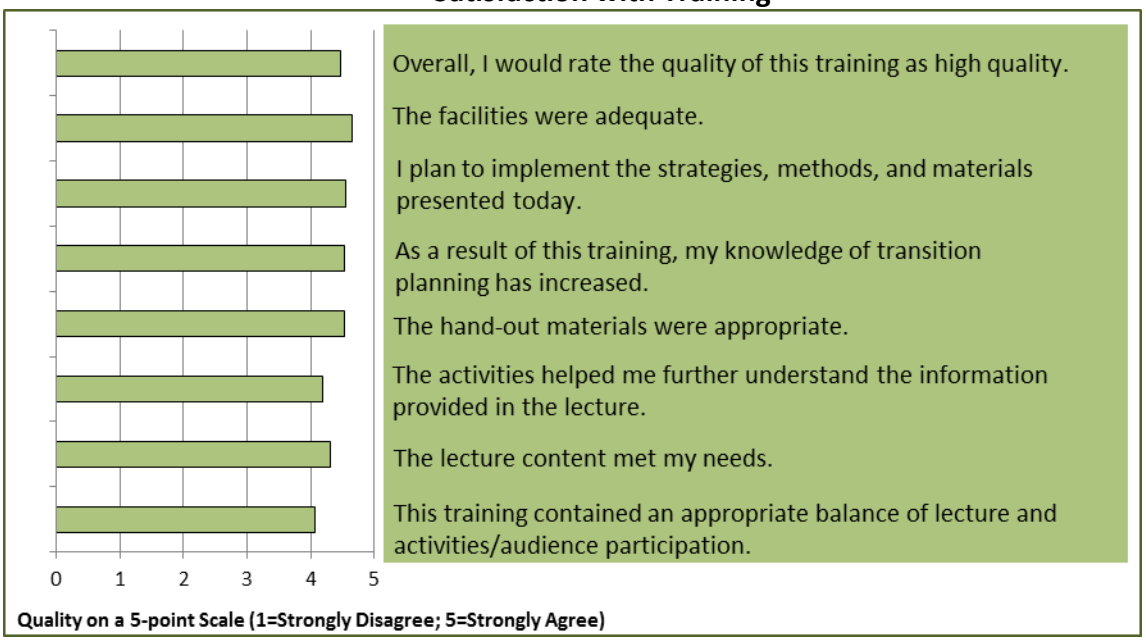


The RPDC Consultants focusing on transition planning and the Transition Liaisons were provided with all training materials, including the PowerPoint presentation, activities, and handouts. After participating in the training, they discussed methods to modify the content for smaller audiences, as well as for ½-day and 2-day time-frames. Throughout the next few years, the training will be offered by the RPDC Consultants and Transition Liaisons at the regional and local levels throughout the state.

Training Evaluation

Participants were also asked to fill out a questionnaire evaluating the quality of the training using a 5-point Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Results indicate a high level of satisfaction with the quality of the training.

Satisfaction with Training



On the training evaluation, participants were also asked to respond to three open-ended questions. The questions and a sample of participants' responses are included below. Many participants were pleased with the resources they were given, and several requested that the next workshop be expanded to two days.

What types of additional information or follow-up activities should be provided?

- *For schools K-12 with less than 150 students, we need more information on what we can do for transition when there are no businesses or industrial or agricultural electives available.*
- *Transportation concerns.*
- *Possibly a blog for participants to share ideas, work sites, tips.*
- *I like the accountability with the action plan - I'd like to see this exact training offered again THIS YEAR regionally - there is a huge need - that's why there was such a long waiting list.*

What was the best part of this training?

- *Expertise of presenters.*
- *Variety of presentation methods held my attention and conveyed info effectively.*
- *The information on building business partnerships in the community.*
- *I liked the stages of career development - helps define the scope and sequence of transition.*
- *Connecting with vocational programs.*

Do you have suggestions for improvements?

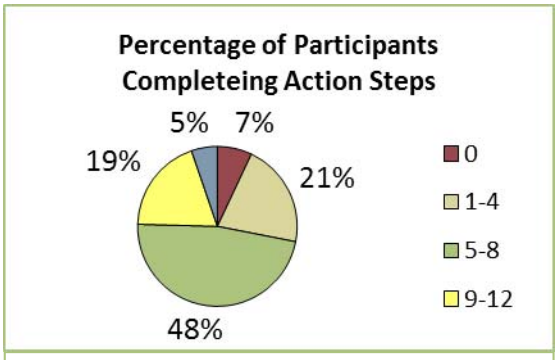
- *Would like to see more ideas on getting students employed.*
- *Maybe 2 days, we could have more time for activities - tell folks to bring laptops so participants can go to recommended resources and websites to get a feel for these.*
- *None - easily explained. Wonderful! It has given the vocational teacher I brought a new push to expand.*
- *List of regional support people.*

Action Plan Implementation

Throughout the *Enhancing Employment Outcomes for Students with Disabilities* workshop, participants completed action plans. These action plans described the steps participants would take within a three-month timeframe to build the capacity of their schools or districts to enhance employment outcomes for students with disabilities.

The action plans are divided into five domains: Career Assessment, School-Based Career Learning, Work Experiences, Business Partnerships, and the Handoff to Adult Service Agencies. The workshop presentation was divided into the same categories, and after each section of the presentation, participants were asked to fill out the steps for that domain.

In May 2011, (three months after the workshop) participants were asked to complete an online survey to determine which action steps they had completed. Fifty-four participants responded. The chart illustrates the number of action steps completed by each participant. These action steps included utilizing Missouri Connections, supporting students in completing interest inventories, inviting employers to present in classes, implementing service learning and job shadowing, becoming a member of the Chamber of Commerce, having students interview a business leader, collaborating with Vocational Rehabilitation, and making connections with community employment agencies.



The chart illustrates the number of actions steps completed per participant.

Participants were also asked to answer two open-ended questions about the impact of their action plan steps and additional supports needed to continue their work. Below is a sample of their responses:

How has/will implementing your action plan improve transition planning and supports for students in your school/district?

- *Our district basically did not have any transition program in place at the beginning of this school year. Since being employed with the district we have made great strides in starting a good transition program. Our students are beginning to understand the importance of transitioning and we are using the assistance of outside resources such as Voc. Rehab. and guest speakers.*
- *Action Planning allows me to see that all of my "baby steps" are adding up to progress towards improved postsecondary outcomes for current and future graduates.*
- *This action plan will give students more variety in work experiences. It will have them participating in the community which will allow the community to see what my students are capable of doing. It will also give students on-the-job experiences that will help them to maintain employment in the future.*
- *It has really made my students more aware of resources. They have become more effective with research on the web. They are able to tie in current skills for a future outlook.*

What additional support from DESE, the Transition Coalition, or your RPDC would be helpful to enhance employment outcomes for students with disabilities?

- *Continued workshops with time for those who do it well to share.*
- *We are always looking for more ideas for small rural schools.*
- *Although we have made tremendous strides in taking data, we continue to research ways to streamline this process, where it is not overwhelming to the staff but remains meaningful, as we develop plans for our students.*

Regional Transition Workshops

Regional Professional Development Center (RPDC) Consultants provide ongoing professional development and technical assistance to teachers and school teams within each region of Missouri. All school districts have access to a RPDC Consultant specializing in transition.

Over the past four years, five transition workshop packages have been developed for RPDC Consultants. Incorporating a train-the-trainer model, consultants provided input into the training topic and materials, observed the training being conducted, discussed adaptations to the training, and then provided the training within their regions. Consultants also have access to an online community of practice for in-depth discussions and to share resources.

During the 2010-2011 school year, the RPDC consultants conducted 107 transition workshops for professionals in their regions based on the training packages.

Workshop Topic	Number of Trainings	Number of Participants
Transition Compliance & Form C	56	538
Transition Assessment	30	284
Interagency Collaboration & Summary of Performance	7	138
Self-Determination & Student Engagement	12	165
Enhancing Employment Outcomes	2	21
Total	107	1146

Evaluation data show that participants in these trainings significantly increase their knowledge and skills to support students with disabilities in their transition from school to adult life. Fewer trainings were conducted on the topic of *Enhancing Employment Outcomes* because this training package wasn't available until February, 2011.

RPDC Consultants also provided the training and follow-up action planning for the Transition Outcomes Project to 75 districts. Of these districts, 27 earned plaques at the 2011 DESE Transition Institute for significant improvement and high levels of compliance in meeting the State Performance Plan Indicator 13 requirements. Additional information on the Transition Outcome Project can be found on the next page.

A list of RPDC Consultants specializing in transition can be found at the end of this report.

Transition Outcomes Project (TOP)

The Transition Outcomes Project was developed by Dr. Ed O'Leary. It uses a data-driven decision model that:

- Identifies and evaluates current practices used to meet transition requirements;
- Includes baseline data from students' IEPs as the context for goal setting, strategy development, and implementing a local school improvement plan;
- Promotes an IEP process driven by the student's post school goals; and
- Empowers local school districts to make changes in systems, processes, forms, programs, and approaches.

Each Regional Professional Development Center provided TOPs training during the 2010-11 school year. This training included assisting district teams in conducting IEP reviews and analyzing the results, reporting State Performance Plan Indicator 13 data to district staff, developing and implementing action plans, and conducting follow-up IEP reviews. ***A total of 75 districts analyzed their IEPs through the TOPs process during the 2010-11 school year.***

An analysis of the TOP action plans revealed that most action steps revolved around filling out the forms appropriately (i.e., filling out Form C, checking boxes when appropriate on the IEP, and having a record that the student was invited to the meeting on the Notification of Meeting). There appeared to be an awareness of getting outside agencies, specifically Vocational Rehabilitation, involved at the latest by the beginning of the student's senior year of high school. The importance of creating attainable postsecondary goals and using transition assessments were mentioned several times as was the importance of encouraging students to speak up and be involved in their IEP meetings. Districts listed action steps as primarily being handled within the school building (i.e., professional development, in-services, and using self-created checklists to remind teachers of what steps need to be completed in the paperwork).

Region	District	Award Level
1	Bloomfield R-XIV	Gold
1	Central R-III	Gold
1	Farmington R-VII	Gold
1	Puxico R-VIII	Gold
1	Scott County R-IV	Gold
4	Marion Co. R-II	Gold
4	Putnam Co. R-I	Gold
6	Crawford R-I	Gold
7	Aurora R-VIII	Gold
7	Verona R-VII	Gold
7	Webb City R-VII	Gold
8	Fox C-6	Gold
8	Francis Howell R-III	Silver
8	Orchard Farm R-V	Gold
8	St. Charles R-VI	Gold
8	St. Louis City	Gold
8	St. Louis SSD	Gold
8	Wentzville R-IV	Gold
8	Windsor C-1	Silver
9	Knob Noster R-VIII	Gold
9	Lakeland R-III	Gold
9	Midway R-I	Gold
9	Otterville R-VI	Silver
9	Pleasant Hill R-III	Gold
9	Sedalia 200	Gold
9	Sherwood-Cass R-VIII	Silver
9	Warrensburg R-VI	Gold

Awards were given to the 27 Transition Outcomes Project districts that showed high levels of Indicator 13 compliance. Gold awards designate districts with 80-100% of the IEPs reviewed meeting Indicator 13 compliance; Silver awards designate districts with 50-79% of IEPs reviewed meeting Indicator 13 compliance after implementing their action plan for a year.

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Transition Resources

Missouri Department of Elementary & Secondary Education, Effective Practices
http://www.dese.mo.gov/divspeced/Effective Practices/Transition.htm

Missouri Department of Elementary & Secondary Education, Compliance
http://www.dese.mo.gov/divspeced/Compliance/specedpost-sectransition.html

Missouri Transition Community of Practice
http://www.MissouriTransition.org

Transition Coalition
http://www.TransitionCoalition.org

U.S. Department of Education, Office of Special Education Programs
http://www.ed.gov/about/offices/list/osers/osep/index.html

National Secondary Transition Technical Assistance Center
http://www.nstt ac.org

National Dropout Prevention Center for Students with Disabilities
http://www.ndpc-sd.org

Transition Outcomes Project
http://www.cutt ingedj.net/index.html

Project SEARCH
http://www.projectsearch.us

Check & Connect
http://checkandconnect.org/

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