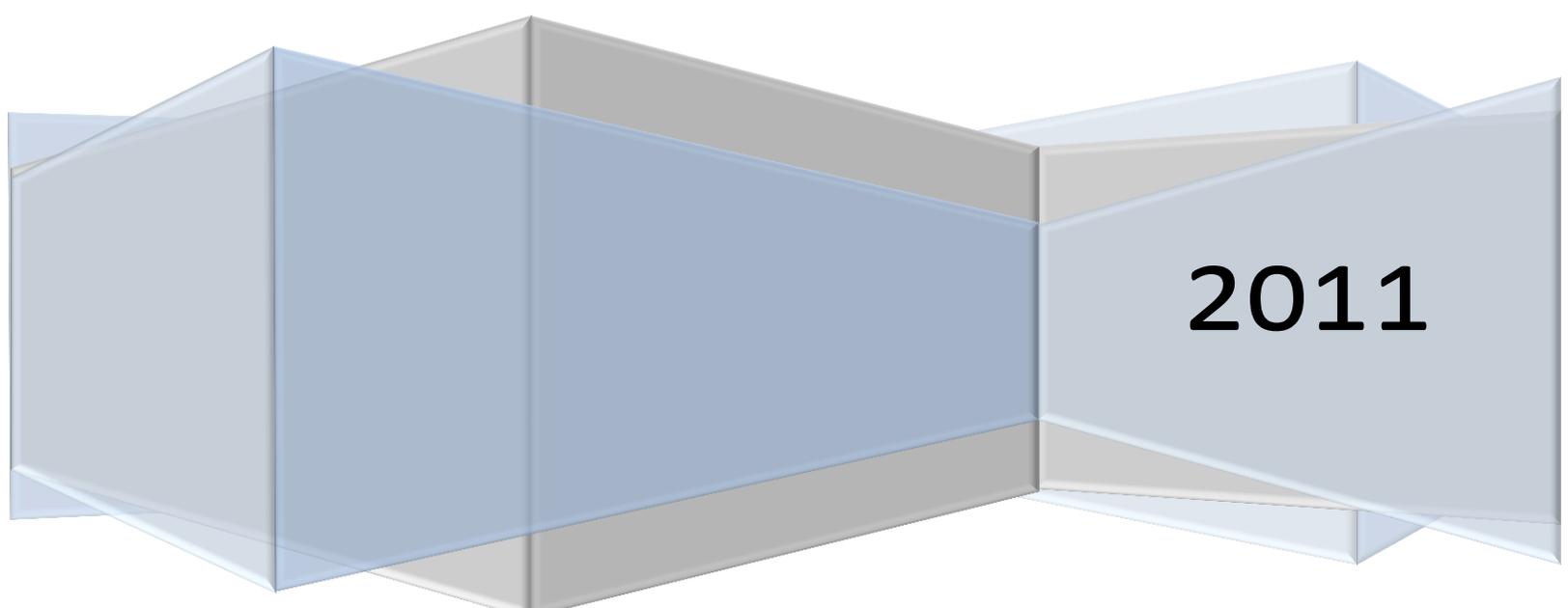


**University of Kentucky
Human Development Institute**

Kentucky Transition Service Inventory

**Developed by the Kentucky Post School Outcome
Center (KyPSO) in collaboration with the National
Post School Outcome Center (NPSO)**



2011

Kentucky Transition Service Inventory

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The Kentucky Transition Service Inventory (KTSI) is structured by the Transition Taxonomy, a model for planning, organizing, and evaluating transition education, services, and programs (Kohler, 1996). The key organizers are: Student-Focused Planning; Student Development; Interagency Collaboration; Program Structure; and Family Involvement.

Student Focused Planning

1. Individual Learning Plan (ILP)

Students across Kentucky are required to complete an Individual Learning Plan (ILP) beginning in the 6th Grade. The ILP is designed to help students bring together their academic achievements, extracurricular experiences, and career and education exploration activities. This enables the student, parents or guardians, teachers, and counselors to work together to develop a course of study that meets the student's needs and goals. For more information about this transition service follow the link below:

<http://www.education.ky.gov/KDE/Instructional+Resources/Secondary+and+Virtual+Learning/ILP/>

2. Kentucky Student Directed IEP

The Ky. Student Directed IEP is a tool kit of resources and strategies that LEAs can use to help students be more involved in their Individual Education Program (IEP). For more information about this transition service follow this link: www.transitiononestop.org

3. Student Focused Summary of Performance (SF-SOP) The SF-SOP is designed to summarize individual student abilities, skills, needs and limitations and provides recommendations to support successful transition to adult living, learning and working.

The SF-SOP is designed for the student to complete independently and/or with guidance. For more information about this transition service follow the link below:

www.transitiononestop.org

4. Student Directed Learning (SDL)

Student Directed Learning (SDL) refers to a teaching approach in which the student is an active participant in their learning. SDL is evidence of self-determination. The characteristic behaviors that reflect a degree of self-determination most often cited in the literature include: *choice-making; making one's needs known; self-initiated behaviors; self-prompting; involvement in assessment, planning, and goal selection; decision making skills; the ability to control one's own behaviors; and self-management* (Kleinert et al., 2001; Palmer & Wehmeyer, 2003; Wehmeyer, Field, Doren, Jones, & Mason, 2004; Wehmeyer & Sands, 1998). Examples of SDL include teaching students how to make choices, develop action

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plans, and monitor their own progress toward their goals. For more information about this transition service follow this link: <http://www.selfdirectedlearning.com/>

5. Formal and Informal Assessment

a. *Formal assessment* is defined as standardized instruments that include descriptions of their norming process, reliability and validity, and recommended uses. Formal measures include adaptive behavior and independent living assessments, intelligence tests, achievement tests, preference tests, career development measures, on-the-job training evaluations, and measures of self-determination.

b. *Informal Assessments* lack formal norming process and reliability or validity measures. Assessments require more subjectivity to validity of data is improved when used on an ongoing basis and are completed by more than one person. Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories. Walker, Fowler, Korterling, & Rowe, (2010).

6. Individual Transition Planning

The ultimate goal of education is the successful transition of all students from school to community participation including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation. Individual student transition planning is a federal requirement and, in Kentucky, begins at age fourteen (14). As part of transition planning, involvement of the school Guidance Counselors, Speech/Language Therapists, general educators, and vocational educators should all be considered.

For more information about this transition service follow the link, below:

www.transitiononestop.org

7. Person Centered Planning

Person-centered planning is a process-oriented approach to empowering people with disability labels. It focuses on the people and their needs by putting them in charge of defining the direction for their lives, not on the systems that may or may not be available to serve them. This ultimately leads to greater inclusion as valued members of both community and society.

For more information about this transition service follow the link below:

<http://www.ilr.cornell.edu/edi/pcp/>

8. Positive Approach to Student Success (PASS)

PASS serves students with serious emotional disturbances in the general education setting using individualized programming that incorporates "best practices."

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PASS programming combines targeted and intensive social skills instruction with behavior monitoring and coaching support for the student and the teacher. The program aims to assist the student in the development of self-management skills and relies on data to drive decisions.

For more information about this transition service, follow this link: www.education.ky.gov

Student Development

1. Student Involvement in transition planning

As per the Individuals with Disabilities Education Act (IDEA) and the Kentucky Administrative Regulations (KAR), beginning at age 14, schools are required to invite the student and parent (or guardian) to the Individual Education Program (IEP)/Transition Planning meeting. It is imperative that the school district prepare the student for participation in these meetings. Students who are involved in their educational planning have more ownership of their work and outcomes. For more information about student involvement in transition planning follow this link:

<http://www.transitiononestop.org/Search.aspx?AllNamespaces=1&FilesAndAttachments=1&Query=student%20involvement>

2. Gear Up

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally-funded program that encourages middle and high school students to stay in school, study hard, and take the right courses to go to college.

For more information about this transition service follow this link:

<http://cpe.ky.gov/policies/academicinit/GearUp/>

3. Work Based Learning

Work-Based Learning (WBL) is an approach used to provide students with real-life experiences. Often quoted, the 3R's in education are rigor, relevance, and relationships. Work-Based Learning provides opportunities to incorporate all three "R's" with special emphasis on relevance to students' career pathways. Work-Based Learning connects students to real-life experiences. For more information about this transition service follow this link:

Learning<http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/Career+and+Technical+Ed+Resources/Work+Based+Learning+Manual.htm>

4. Career Tech Curriculum

Career and Technical education is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, or the military is one of the goals of

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Kentucky's educational system. The percentage of students making successful transition is a component of the high school accountability index. The Career Tech Curriculum is organized around the following career clusters: Agricultural Education, Business Education, Engineering and Technology, Family and Consumer Sciences, Health Sciences, Industrial Technology Education, Information Technology, and Marketing Education.

For more information about this transition service follow this link:

<http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/>

5. Community Based Instruction (CBI)

Community-based instruction (CBI; sometimes referred to as in vivo training) is defined as instruction that takes place in the community where target skills would naturally occur (Brown et al., 1983).

6. Functional skills curriculum

A way of delivering instructional content that focus on the concepts and skills needed by all students with disabilities in the areas of personal, social, daily living, and occupational adjustment (Clark, 1994). Two examples of published functional curricula include: The Syracuse Community-References Curriculum Guide (1989), Functional Curriculum for Elementary, Middle, and Secondary Age Students with Special Needs (Wehman & Kregal, 2004).

For more information about this transition service, follow this link:

http://www.education.ky.gov/nr/rdonlyres/e9304ba1-8618-478f-9f6b-b83017210983/0/2011_2012iepguidancedocument.pdf

7. Use of Evidence Based Practices within the IEP

The National Secondary Transition and Technical Assistance Center (NSTAAC) has identified Evidence Based Practices (EBP) in Secondary Transition. These are practices based upon three factors: employ rigorous research designs; demonstrate success in terms of student outcomes; and have undergone a purposeful review process.

For more information about this transition service, follow this link:

<http://www.nsttac.org/content/evidence-based-practices-secondary-transition>

8. Service Learning

A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Primary components are active participation, thoughtfully organized experiences, focus on community needs, school and community coordination, academic curriculum integrations, structured time for reflection, opportunities for application of skills and knowledge, and development of a sense of caring for others (Billig, 2000).

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For more information about this transition service, follow this link:

<http://www.servicelearning.org/>

9. Job Shadowing

Job shadowing is a non-paid work-based learning opportunity in which students explore a job by spending a workday as a shadow to an experienced worker. Students explore a career that is of interest to them, observing the workplace environment and developing a comprehensive understanding of the job duties associated with that particular position (Reese, 2005; Test, Aspel, & Everson, 2006).

10. Courses through Area Technology Centers (ATC)

The Kentucky Department of Education has designed several interdisciplinary courses that meet the high school graduation requirements. Any high school, career and technical center, or state operated area technology center would be eligible to offer these interdisciplinary courses.

For more information about this transition service, follow this link: <http://kytech.ky.gov/>

11. Occupational Course of Study

This is a state endorsed curriculum for students with special needs leading to a high school diploma. For more information about this transition, service follow this link:

<http://www.education.ky.gov/kde/instructional%2Bresources/career%2Band%2Btechnical%2Beducation/>

12. KDE/DCTE Liaison Program CTC's

For more information about this transition service, follow this link:

<http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/>

13. Community Based Work Transition (CBWTP)

The Community Based Work Transition Program (CBWTP) is a collaborative effort between participating local school districts, the Kentucky Department of Education (KDE), Office of Vocational Rehabilitation (OVR), and the Human Development Institute at the University of Kentucky (HDI).

The CBWTP is designed to provide a positive beginning in the world of work for students in special education during their last two years of high school. The goal for the CBWTP is students with disabilities will graduate from high school with positive employment outcomes, working in an integrated work setting with competitive pay. For more information about this transition service, follow this link: <http://www.hdi.uky.edu/cbwtp/>

14. Other LEA offered Job Coach Program

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An LEA may provide a Job Coach/Trainer program outside of the CBWTP. The key components are a school-based employee whose job, or part of whose job, it is to make connections with local employers who are willing to give students work opportunities while still in high school to assist with their eventual transition from school to work and/or post-secondary education and to assist students and employers in making the placement successful for both parties. For more information about this transition service follow this link:

<http://www.hdi.uky.edu/cbwtp/>

15. Paid internships

Internships allow students to spend an extended amount of time (e.g., 3-6 weeks) on a single job site in order to develop specific skills and knowledge needed for that occupational area (Test, Aspel, & Everson, 2006).

16. Cooperative education

Cooperative Education involves vocational experiences that combine academic and vocational studies with a paid or non-paid job in a related field (e.g., student engages in coursework related to culinary arts and works as a kitchen assistant in a restaurant; Test, Aspel, & Everson, 2006). For more information about this transition service, follow this link:

<http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/>

17. Supported Employment

Supported Employment is a form of rehabilitation, utilizing the job coach model, where a person who may have barrier(s) to employment is trained on a job, one-on-one with an employment specialist (Wehman, 1999). Guided by the principles of least restrictive environment and optimal integration, the employee's abilities are carefully matched to the job requirement. For more information on this transition service, follow the link, below:

<http://www.hdi.uky.edu/setp/>

18. Volunteerism

Volunteerism is when an individual performs hours of service for a public agency for civic, charitable, or humanitarian reasons, without promise, expectation or receipt of compensation for services rendered. Services are provided freely and without pressure or coercion either direct or implied from an employer. (Federal Wage-Hour Guide for Service Providers to Persons With Disabilities, 2000). For more information on this transition service, follow the link below: <http://chfs.ky.gov/dfrcvs/kccvs/>

19. Entrepreneurship

Entrepreneurship education allows students to develop a deeper understanding of economic principles and to apply classroom learning by organizing and operating a business enterprise. An entrepreneurship education program should involve students developing individual entrepreneurship projects in which they assume all risks in expectation of gaining a profit

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and/or further knowledge. An entrepreneurship program may be a component of a specific course within the curriculum or be a stand-alone course for credit. Entrepreneurship education may be offered in any Career and Technical Education program.

Follow the link, below, for more information on this transitional service:

<http://www.education.ky.gov/nr/rdonlyres/56102f92-68d1-4b1b-bb99-6dd365fa5c25/0/wblchapter3entrepreneurship.pdf>

20. School Based Enterprises

A school-based enterprise (SBE) is an organized educational activity under the direction of school personnel. They are simulated learning environments that provide a unique combination of hands-on training in a non-profit venture with the structure and supervision available within a school setting, designed to provide students with the opportunity to practice work behaviors, skills, and habits relevant to the real world of work (Test, Aspel, & Everson, 2006). Follow the link, below, for more information on SBEs:

<http://www.education.ky.gov/nr/rdonlyres/f6eeb1f6-b85d-4f5f-ba67-537e0849f86f/0/wblchapter6schoolbasedenterprise.pdf>

21. Mentoring

A mentor is someone who has expertise/experience in a certain area and is willing to help someone else, the mentee, and benefit from their experience. The mentor may be a fellow student helping another student with course work. The mentor may be a fellow employee helping another employee “learn the ropes”. For more information about this transition service, follow this link:

<http://www.mentoring.org/>

22. Targeted Instruction in Self-determination and Self-Advocacy

Student ability to know their own strengths, needs and interests and to communicate these to teachers, employers, co-workers, family and friends are imperative to student success. Therefore, it is important for school districts to provide direct instruction to enhance these skills.

For more information about this transition service, follow this link:

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&CONTENTID=2337&CAT=none&TEMPLATE=/CM/ContentDisplay.cfm>

23. Assure Student Communication System

A crucial transition service is assuring all students leave school with the ability to communicate. For some students this is not an issue but for those with oral communication needs, it is imperative. Collaboration between the Teacher(s), Speech/Language Therapist, and or Assistive Technology Specialist is key.

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24. Assistive Technology (AT) Assessment

A good assistive technology assessment process will include: discussions about what tasks your child struggles with the most; observations of your child in environments where he spends time; and trials with different types of assistive technology (starting with the simplest) to see what works and what appeals to your child (Reed, 2011).

For more information about Assistive Technology Assessment, follow the links, below:

<http://www.bluegrass-tech.org/index.html>

<http://www.education.ky.gov/kde/instructional+resources/exceptional+children/low+incidence/assistive+technology.htm>

25. Transition Programs for Students with Intellectual Disabilities (TPSID)

There are twenty seven (27) TPSIDs across the United States. They were funded for a five (5) year period, beginning in 2010, for the purpose of increasing access and completion of post-secondary education for youth with intellectual disabilities (ID). For more information about this transition service follow this link: www.shepky.org

26. Pathways to Careers Curriculum

Provides a continuum of career education experiences for middle and high school students and introduces them to a broad range of career-related learning opportunities. Course content includes concepts of human relations, life and employability skills and opportunities for work-based learning.

For more information about this transition service, follow this link:

<http://www.education.ky.gov/kde/instructional+resources/career+and+technical+education/career+and+technical+education+programs/pathway+to+careers.htm>

27. Work Study

A course that assists students to participate in paid work experience while still in high school. Course helps students identify interests and student earns credit. Student driven, not based upon any one particular career path.

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Interagency Collaboration

1. Summer Transition Enhancement Program (STEP)

STEP is a unique program designed to provide students who are deaf or hard of hearing an opportunity to experience some of the challenges encountered when entering a university, community or technical college. Participants engage in a variety of activities while staying in campus dormitories throughout the week. For more information, contact:

cindy.downey@eku.edu

2. Insight Program

INSIGHT is a unique program designed to provide students opportunities and experiences encountered when entering a post-secondary educational setting. Participants will acquire an increased awareness of the educational, recreational, and social aspects of the post-secondary environment. While staying on campus, participants will engage in a variety of activities and classes.

For more information about this transition service, follow this link:

<http://www2.moreheadstate.edu/oce/index.aspx?id=16318>

3. Kelly Autism Program at Western Kentucky University (KAP/WKU)

Provides an educational, social and supportive environment so adolescents and young adults with Autism Spectrum Disorder can achieve their potential as independent, productive and active community citizens. KAP/WKU serves as one state and national model for comprehensive opportunities for adolescents and young adults.

For more information, follow this link: <http://kap.wku.edu/>

4. Disability Resource Office

Under Section 504 of the Rehabilitation Act, post-secondary education institutions which receive federal monies cannot discriminate against students with disabilities. Section 504 put certain protections in place to assure discrimination does not occur. One of these protections is the identification of a person(s) at each post-secondary education institution who is designated as the Disability Resource person for the respective school.

Follow this link for more information: <http://ada.ky.gov/>

5. Office of Vocational Rehabilitation (OVR)

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The Kentucky Office of Vocational Rehabilitation assists Kentuckians with disabilities to achieve suitable employment and independence. For more information about this transition service, follow this link: <http://ovr.ky.gov/>

6. Commission for Children with Special Health Care Needs (CCSHCN)

The CCSHCN mission is to enhance the quality of life for Kentucky's children with special health care needs through direct service, leadership, education and collaboration. For more information about this transition service, follow this link:

<http://chfs.ky.gov/ccshcn/>

7. Community Mental Health Centers

Publicly-funded community services for Kentuckians with mental health, mental retardation, and substance abuse problems are provided through Kentucky's 14 regional mental health and mental retardation (MHMR) boards. For more information about this transition service, follow this link: <http://mhmr.ky.gov/cmhc/>

8. Office for the Blind (OFB)

The mission of the Office for the Blind is to provide opportunities for employment and independence to individuals with visual disabilities. We serve Kentuckians who are visually impaired or blind and assist individuals to obtain and maintain employment, economic self-sufficiency and independence with complete integration into society. For more information about this transition service, follow this link: <http://blind.ky.gov/Pages/default.aspx>

9. Commission for Hard of Hearing (CHH)

The mission of the CHH is to provide effective and efficient leadership, education, advocacy and direct services to eliminate barriers and to meet the social, economic, educational, cultural and intellectual needs of deaf and hard of hearing Kentuckians. For more information about this transition service, follow this link: <http://www.kcdhh.ky.gov/>

10. Centers for Independent Living (CILS)

Centers for independent living (CILs) are private, nonprofit corporations that provide services to maximize the independence of individuals with disabilities and the accessibility of the communities they live in. Centers are funded in part by the Department of Education, Rehabilitation Services Administration, Independent Living Branch, to provide, among other things, several core services: advocacy; independent living skills training; information and referral; and peer counseling. For more information about this transition service, follow this link: <http://www.ilru.org/index.html>

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11. AmeriCorps

AmeriCorps addresses critical needs in communities all across America. Depending upon community need, AmeriCorps members may do the following: tutor and mentor disadvantaged youth; fight illiteracy; improve health services; build affordable housing; teach computer skills; clean parks and streams; manage or operate after-school programs; help communities respond to disasters; and build organizational capacity. For more information about this transition service, follow this link:

http://www.americorps.gov/about/role_impact/state_profiles_detail.asp?tbl_profiles_state=KY

12. Job Corp Centers of Kentucky

Job Corps is a no-cost education and vocational training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through vocational and academic training. For more information about this transition service, follow this link: <http://www.jobcorps.gov/centerlocations.aspx?statername=ky>

13. Supports for Community Living

Supports for Community Living (SCL) is a home and community-based waiver under the Kentucky Medicaid program developed as an alternative to institutional care for individuals with mental retardation or developmental disabilities. SCL allows individuals to remain in or return to the community in the least restrictive setting.

For more information about this transition service, follow this link:

<http://chfs.ky.gov/dms/scl.htm>

14. Adult Treatment Program

The Kentucky Department of Juvenile Justice (DJJ) has 26 Day Treatment Programs that provide a comprehensive array of community-based services for eligible youth: to prevent further involvement with the juvenile justice system; to prevent placement out of the community; and to integrate the youth back into the community after residential placement.

For more information about this transition service, follow this link:

<http://djj.ky.gov/facilities/daytreatment.htm>

15. Regional Interagency Transition Teams (RITTS)

Each of the eleven special education cooperative regions has a corresponding RITT. The purpose of these interagency teams is to provide a regional forum for information sharing and action around transition needs and services. For more information about this transition service go to: www.transitiononestop.org

16. Transition Fairs

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A Transition Fair is a school sponsored event whose focus is providing students exiting from high school information about different employers, colleges, and supports following graduation. Sometimes the “Fair” has a job interview component where exiting students interview with local/regional employers who have job openings. Caveland Special Education Cooperative has been hosting a Transition Fair for a number of years. You can find more information about their approach at: http://www.grrec.ky.gov/CaveWeb/job_fair.htm

Program Structure

1. Peer Tutoring

Peer tutoring is the delivery of instruction by another student, either older or the same age as the tutee (Scruggs et al., 1985). Peer instruction when students are given specific roles to assist other students in completing an activity or teaching of a lesson (Hughes, Carter, Hughes, Bradford, & Copeland, 2002).

For more information about this transition service, follow the link below:

<http://www.kypeertutoring.org/>

2. Collaborative Teaching

“Collaborative teaching” is the preferred umbrella term for the joint efforts of two certified teachers with different areas of expertise (e.g., a regular education teacher and a special education teacher or ELL teacher or gifted/talented teacher or reading specialist) partnering to share responsibility for designing, delivering, monitoring and evaluating instruction for a diverse group of learners in general education classes. The key idea is two teachers with different knowledge, skills, and talents.

<http://www.education.ky.gov/nr/rdonlyres/3b8b4eac-54c4-4ba3-a616-ad9c7673b731/0/colloborativeteachingpracticesqajune2011.pdf>

3. Multi-year course of study

As a transition service, Kentucky students have a multi-year course of study outlined in the Individual Learning Plan (ILP). This documentation shows that the ARC considered the student’s ILP course of study (education plan) and used it to develop the Present Levels’ Transition Needs statement.

4. Articulation Agreements

"Articulation" is a term used for insuring that schools at secondary and post-secondary levels work together to assist students in progressing smoothly from secondary to post-secondary programs. Defined as "a process for linking of two or more educational systems within a

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community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit." www.education.ky.gov

5. Credit Recovery programs

Kentucky Virtual High School (KVHS) offers a 9-week credit recovery program. The flexibility of online courses allows students to focus on the content not yet mastered and is easily adapted to local school policies for credit recovery. Students may enroll at the start of each semester or at the semester midpoint (9 weeks into the course.)

6. Linkage between Program of Studies and Transition Plan

The district should assure that the program of studies and the individual student transition plan are developed and implemented in a coordinated fashion. This assures that the students' course work will benefit him/her in achieving post school outcomes.

7. Positive Behavior Support (PBS)

A decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. PBS emphasizes (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence to support effectiveness, and (d) systems that efficiently and effectively support implementation of practices (Anderson, Russon, Dunlap, & Albin, 1996).

For more information about this transition service, follow this link: <http://www.kycid.org/>

8. Response To Intervention (RTI)

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness (National Center on Response to Intervention (Fuchs & Fuchs, 2006).

For more information about this transition service follow this link:

<http://www.education.ky.gov/kde/instructional+resources/kentucky+system+of+interventions/overview/>

9. Check and Connect

Check & Connect is a dropout prevention strategy that relies on close monitoring of school performance, as well as mentoring, case management, and other supports. The four components of Check & Connect are: (1) A mentor, (2) systematic monitoring, (3) timely and individualized intervention, and (4) enhanced home-school communication and support (Christenson, Thurlow, Sinclair, Lehr, Kaibel, Reschly... & Pohl, 2008).

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For more information about this transition service follow this link:

<http://checkandconnect.org/model/default.html>

10. Educational Planning and Assessment System (EPAS)

ACT's **EPAS[®] Educational Planning and Assessment System** was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation.

In July 2006, Senate Bill 130 was passed by the Kentucky legislature. The bill amended KRS 158.6453 to include the provision that “no later than the 2007-2008 school year, and each year thereafter” the Commonwealth’s assessment program shall include a high school readiness examination in grade 8, a college readiness examination in grade 10 and the ACT college admissions and placement examination in grade 11. These three examinations — EXPLORE, PLAN and ACT — comprise the Educational Planning and Assessment System (EPAS). For more information on this transition service, follow this link: <http://www.act.org/epas/>

11. Credit-Based Transitions: AP, IB, Dual Credit/Dual Enrollment, Performance Based Credit

Targets at risk students (e.g. those with educational disabilities, those at risk of dropping out, etc.). For more information about these transition services, follow the link below:

<http://www.education.ky.gov/kde/instructional+resources/secondary+and+virtual+learning/cr+edit+based+transitions/>

Family Involvement

1. Parent Resource Centers (PRC)

Some Kentucky school districts provide information and support to parents of exceptional children through locally funded and staffed Parent Resource Centers. PRCs may provide valuable information to parents about transition planning and supports following high school graduation.

For more information about this transition service, see link below:

<http://www.education.ky.gov/kde/instructional+resources/exceptional+children/parent+involvement/parent+resource+centers.htm>

2. Parent Involvement in Regional Interagency Transition Teams (RITTS)

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RITTS are found in each of Kentucky's 11 special education regions. The RITTs provide a forum for local and/or regional sharing about transition needs and services.

For more information about this transition service, follow this link:

<http://www.transitiononestop.org/StateTransitionSupportNetwork.ashx#2>

3. Parent-Teacher Conferences (school level)

Parent-Teacher Conferences are a key strategy for assuring that parents are informed of their child's academic progress as well as to assure a team approach to student education.

For more information about this transition service, follow this link:

<http://www.education.ky.gov/kde/instructional+resources/student+and+family+support/parents+and+families/parentinfo+archive/>

4. Parent newsletters

Districts can use newsletters targeted at parents/guardians as a way to consistently communicate with parents about events/happenings at the district and/or building level.

For more information about this transition service, follow this link: <http://www.up-in-ky.com/pages/education.html>

5. Parent Teacher Association (PTA)

The goals of a PTA are to: promote the welfare of the children and youth in home, school, community, and place of worship; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth; to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth; to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

For more information about this transition service, follow this link: <http://www.kypta.org/>

6. Individual Learning Plan (ILP)

Parents must be informed that an ILP will be developed for their child. They should be informed regarding why Kentucky uses an ILP, the various components of the ILP, and how they can access their child's ILP.

For more information about this transition service, follow this link:

<http://www.education.ky.gov/nr/rdonlyres/55561125-2f70-4918-b346-cd07a7acf435/0/ilpparentinvolvement.pdf>

7. Parental Involvement in College Fairs

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College fairs allow students to interact with admission representatives from a wide range of postsecondary institutions to discuss course offerings, admission and financial aid requirements, college life in general, and other information pertinent to the college selection process. Parental involvement/participation in these fairs assures that students and parents are receiving the same information upon which to base decisions.

For more information about this transition service, follow this link:

<http://www.nacacnet.org/EventsTraining/CollegeFairs/Pages/default.aspx>

8. Parental Involvement in Transition Planning

IDEA requires the parent/guardian be invited to attend their son/daughter's transition planning/IEP meeting. In addition, parents/guardians should be informed of the other people that will be invited to attend and it should be made clear to the parent/guardian that they may also invite people to attend.

For more information about this transition service, follow this link:

<http://www.education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/Parent+Involvement/>

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