



What is the Kentucky Profile of Transition Practices?

The Kentucky Department of Education’s (KDE’s) Office of Special Education and Early Learning (OSEEL) presents the Kentucky Profile of Transition Practices (KPTP) as a tool to guide district teams in reviewing, assessing and, when appropriate, making changes and improvements to postsecondary transition practices and programs for students with disabilities. The objective of the KPTP is to assist districts and schools in improving postsecondary transition outcomes for middle and high school students with disabilities by supporting the implementation of the core postsecondary transition components.

The KPTP supports district continuous improvement by encouraging reflection on various features embedded in existing postsecondary transition programming and practices. The KPTP is an informational tool to support planning, collaboration and programmatic improvement, and is not intended to be an assessment instrument for personnel performance.

Who should use this Profile of Transition Practices?

The KPTP is designed to be used by transition teams. In this document, “transition team” means a committee or group of stakeholders who are: invested in successful postsecondary transition for students; have a role in the planning or provision of transition services, processes or system; or influence the development of policies and procedures at the school or district level. Members of the transition team may include special education teachers, general education teachers, career and technical education (CTE) teachers, guidance counselors, school or district administrators, employment specialists, related service providers, representatives from the Office of Vocational Rehabilitation (OVR) or other state or community agencies, employers, families and students.

Features of the KPTP:

Core Components: There are five core components of an effective transition program: student-focused planning, program structures, student development, family engagement and interagency collaboration. As illustrated in the table below, each core component contains foundational features and well-integrated practices which operationalize the core component and provide real-world examples of specific transition practices.

Foundational Features	Examples of Well-Integrated Practices
<p>Foundational Feature: A foundational feature is an essential element of the core component. These features operationalize the core components by describing activities associated with each core component. The foundational features provide practices that are actionable and promote consistency in the planning and delivery of transition services.</p>	<p>Well-Integrated Practice: The well-integrated practice section provides examples of what transition might look like within a school or district. These examples are intended to provide inspiration and ideas to transition teams, and support thinking around ways the foundational feature might be implemented in a school or district setting. These practices are not meant to be requirements or constraints.</p>

Guiding Questions: The table below provides the guiding questions, which are designed to support team discussion and analysis of current practices, needs, assets and future goals for each core component and foundational feature. The transition team may choose to use some or all the guiding questions for one or more of the core components, depending upon the needs of the students and programs being analyzed.

The guiding questions provided may help teams reflect on current and future practices, and are the same for each core component. [Appendix A](#) is a guiding questions template with blank space for teams to make notes as they discuss the elements of the KTPT. [Appendix B](#) is an action plan template to support teams in outlining specific action steps, required resources and completion timelines in order to achieve short-term goals identified through the guiding questions.

Current Practices	Needs and Assets	Next Steps
<ul style="list-style-type: none"> • What is happening now in our school or district? Is this foundational feature embedded in our school or district’s current practices? • What evidences or data do we have to support our claim? • What barriers are we currently encountering to implementation and delivery? 	<ul style="list-style-type: none"> • What foundational feature(s) need more focus to become well integrated in our practice? • What resources do we have or need to implement the foundational feature(s), improve transition practices and increase student success? • Where can we envision opportunities to try some of the practices and features presented in this KPTP? 	<ul style="list-style-type: none"> • What are our measurable short-term goals and expected outcomes? • How will we know we have successfully integrated this foundational feature? • What barriers might we encounter in attempting to implement and deliver transition services in the future?

Core Component 1

Student-focused planning: A program which exemplifies student-focused planning develops students’ academic and functional achievement to support students’ preferred post-school goals. Systematic age-appropriate transition assessment(s), such as the Individual Learning Plan (ILP), are used to identify and include student needs and preferences when the Admissions and Release Committee (ARC) develops relevant, appropriate and measurable transition goals in the Individual Education Program (IEP).

Courses, transition experiences and curriculum activities are aligned with students’ IEP and transition goals. Examples of activities which support student-focused planning may include teaching students to identify their own interests and needs; preparing students to participate in ARC meetings; planning a comprehensive and relevant course of study individualized to support students’ identified post-school goals; and direct instruction in transition planning skills.

Foundational Features	Examples of Well-Integrated Practices
1.1 Beginning no later than age 14, the transition planning process includes: <ul style="list-style-type: none"> • Documented student interests and preferences; • Facilitated student self-determination; and • Comprehensive age-appropriate transition assessments. 	ARCs discuss annual updates to the student’s ILP. Districts ensure students are given the opportunity to contribute their individual interests, preferences and any concerns in ARC meetings, as documented by ARC attendance and ARC conference summary notes.
1.2 Students are prepared to actively participate in all ARC meetings, the IEP development process and all transition planning.	Schools teach students about the ARC process, the IEP document and the student’s role as a member of the ARC before the student is invited to ARC meetings.
1.3 Student educational programs, including elective courses, directly support specific transition goals.	ARCs discuss student transition goals and the ILP in order to develop a course of study that directly supports those goals, as documented in the IEP and conference summary notes.

Foundational Features	Examples of Well-Integrated Practices
<p>1.4 Culturally and linguistically responsive practices are understood and utilized to support student-focused transition programming.</p>	<p>The transition team supports the values of the student and their family when identifying transition goals, including vocational training, independent living and community work experiences.</p> <p>The transition team encourages the student to lead their own transition planning meetings and to incorporate cultural practices or beliefs.</p>

Core Component 2

Program structures: A well-structured transition program involves many different people (such as family, educators and adult service providers), resources and transition services in a variety of environments in order to prepare students to reach their transition goals. The transition program also champions inclusion for students with disabilities in general education and the community; implements interventions for youth at risk of dropping out; and builds collaborative relationships across relevant systems (education, employment and community) in order to improve postsecondary outcomes for students.

Foundational Features	Examples of Well-Integrated Practices
<p>2.1 Student transition needs and goals are addressed across educational levels and relevant systems.</p>	<p>707 KAR 1:320, Section 7 requires ARCs to include a statement of transition service needs in a student’s IEP, beginning no later than age 14. This statement of transition service needs must align with the student’s ILP, focus on the child’s course of study and be reviewed at least annually. In a well-integrated practice, students and other transition team members discuss future goals and potential transition needs throughout the student’s entire education.</p>
<p>2.2 Students with diverse needs have access to a variety of educational opportunities, which are outcome-oriented with high expectations.</p>	<p>ARCs carefully consider a student’s least restrictive environment (LRE) across all settings.</p> <p>Processes and procedures exist to identify and address barriers for students with disabilities for admission, participation and completion of educational opportunities (including but not limited to CTE, Advanced Placement (AP), dual-credit or other advanced level courses; college preparatory activities; employment training or work-based learning opportunities).</p>

Foundational Features	Examples of Well-Integrated Practices
<p>2.3 Student progress toward graduation is systematically monitored and assessed using data such as dropout risk, attendance, behavior, course completion and academic performance.</p>	<p>Students who are at risk of chronic absenteeism are identified and interventions implemented before 10% or more of the student’s enrolled academic year is missed.</p> <p>Evidenced-based strategies to reduce chronic absenteeism are used throughout the program and across settings.</p> <p>Student behavior is monitored using data systems (such as Infinite Campus Behavior Tab and Tableau) and individual Behavioral Intervention Plans (BIPs) are developed for students with repeated behaviors of concern.</p>
<p>2.4 Stakeholders from education, other agency and community partners conduct strategic planning on a regular basis using evidenced-based practices. Needs assessments provide the foundation for secondary-level education and post-school evaluation, community programs and services.</p>	<p>A transition team with members across stakeholder groups in the community (public education, higher education, other agencies, employers, etc.) meets regularly to: review transition programming, services and other practices; conduct needs assessments as necessary; and develop short- and long-term strategic plans for improving transition outcomes for students with disabilities.</p>
<p>2.5 Policies and procedures drive systemic and ongoing transition education and services improvement.</p>	<p>Following an established policy or procedure, stakeholders (including ARCs, transition service providers, students and families) are asked to provide feedback concerning the provision of transition services and the transition planning process.</p>

Foundational Features	Examples of Well-Integrated Practices
2.6 Professional development systems support the implementation of evidence-based transition practices.	Teachers, employment specialists and other staff or faculty involved in transition planning or services are provided with transition-related professional development at least annually.

Core Component 3

Student Development: A program which exemplifies student development systematically identifies students’ assets, interests and needs and directly teaches skills necessary for a successful post-secondary transition. Examples of student assets, interests and needs may include personal self-care, independent living, financial management, self-management of health and wellness, community participation, employment and academic skills.

Foundational Features	Examples of Well-Integrated Practices
<p>3.1 Assessment and progress monitoring data drive instructional decisions and is routinely shared among educational staff, service providers, parents and students.</p>	<p>Regulation requires ARCs to discuss progress monitoring and other assessment data at every annual meeting and to share progress monitoring data with parents at a minimum as often as established in the IEP [34 CFR §300.324(b)(1) and 707 KAR 1:320, Section 2(6)(a and b)]. In a well-integrated practice, progress monitoring and assessment data is shared with parents, students and all relevant educators routinely and in an easy-to-understand format.</p>
<p>3.2 Educational programs prepare students for colleges and careers, including development of academic and employability skills, strategies and behaviors.</p>	<p>Students are systematically taught about disability rights and protections across a variety of settings, including but not limited to public education, higher education and the workforce.</p> <p>ARCs ensure an individual student’s multiyear course of study directly aligns with the student’s transition goal(s).</p>
<p>3.3 Student skill development supports autonomy and independent living, including goal-setting, decision-making, problem-solving and self-advocacy skills.</p>	<p>Students are prepared to provide significant input in ARC meetings and for their transition planning.</p> <p>Self-determination skills are directly taught to students, with real-world opportunities for practice and fading supports.</p>

Foundational Features	Examples of Well-Integrated Practices
<p>3.4 Career planning is addressed across academic instruction. Students can access career and technical education, including both entry level and advanced skills options.</p>	<p>The Kentucky Academic Standards (KAS) for Career Studies Essential Skills are included across curriculums and subject areas.</p> <p>CTE student enrollment data is reviewed regularly and systematically to ensure equitable enrollment. If inequity is identified, policies and processes are reviewed and revised to address the identified inequity.</p>
<p>3.5 Students develop achievable academic and behavioral goals with clear steps toward attainment.</p>	<p>Students are active participants in ARC meetings and the driving voice in determining transition-related IEP goals.</p>
<p>3.6 Co-curricular, extra-curricular and community activities are used to support student development.</p>	<p>Transition plans include, as appropriate, supports to assist students in participating in co-curricular, extra-curricular and community activities, such as: work-based learning opportunities, academic or interest-based clubs, volunteer work or other civic organization activities.</p>

Core Component 4

Family Engagement: A program that exemplifies family engagement in transition planning means that parents, guardians and families are meaningfully engaged in the transition process, having the tools, and information needed to be active and knowledgeable partners in all aspects of transition planning.

Foundational Features	Examples of Well-Integrated Practices
<p>4.1 Family assets and needs are identified and supported through data collection and analysis.</p>	<p>Schools systematically and routinely collect and analyze feedback from families about the transition process.</p> <p>Schools offer activities and facilitate meetings with professionals and community partners, in and outside of school, at times convenient to the family, permitting the family to be an active part of the transition process.</p> <p>Schools work with families to identify and overcome any barriers to a successful transition (such as transportation, internet access, training needs)</p> <p>Schools connect families to resources from a variety of agencies/entities (local, state, national) that are available to support students and families in the transition process.</p>
<p>4.2 Families participate in the entire transition planning process.</p>	<p>Schools provide information about transition before the first transition planning meeting.</p> <p>Schools create authentic, meaningful two-way communication opportunities with families, promoting collaboration when developing the transition plan (e.g. questionnaires).</p>

Foundational Features	Examples of Well-Integrated Practices
	<p>Schools seek information from families about their child’s strengths, long-term goals, post-secondary interests (career, education, living) and areas of need.</p>
<p>4.3 Family learning and preparation provide for transition and post-school related needs.</p>	<p>Schools explain student and family rights regarding school, the IEP, the rights a student maintains after graduation and provide opportunities to ask questions.</p> <p>Schools support parents’ understanding of how post-school activities (such as job attainment and independence) can affect the student’s quality of life.</p> <p>Schools partner with families to provide further understanding of their child’s disability and related needs (such as self-empowerment strategies, setting high expectations, promoting self-determination and advocacy).</p> <p>Schools share all information in a family-friendly format through a variety of ways (such as in their home language and via print and email) to support families’ understanding of transition services and supports.</p>
<p>4.4 Culturally responsive family engagement practices are embedded in transition planning.</p>	<p>Schools systematically support all families’ understanding of the transition planning process, including families from diverse backgrounds.</p> <p>Schools provide training for staff to grow their understanding of culturally responsive family engagement and transition planning practices.</p>

Foundational Features	Examples of Well-Integrated Practices
	<p>Schools create a climate that is welcoming and inviting to all families, promoting positive family-school partnerships during the transition process.</p> <p>When collecting and analyzing feedback from families about the transition process, schools identify potential gaps to ensure the assets and needs of all families are considered.</p> <p>Schools ensure qualified, non-family member interpreters are provided during transition-related meetings as needed.</p> <p>Schools work with families to promote the student’s self-determination, with respect for cultural views and values.</p>

Core Component 5

Interagency Collaboration: A program that exemplifies interagency collaboration has a clear and intentionally designed process that is used to build relationships among people across agencies and district programs. This process supports transition teams in understanding the roles and responsibilities of interagency collaboration partners, engaging in cross-disciplinary planning and connecting students and families to community partners in order to support students’ identified post-secondary needs and goals.

Foundational Features	Examples of Well-Integrated Practices
<p>5.1 The roles and responsibilities of all stakeholders are clearly articulated, and relevant data is shared among agencies and stakeholders, as appropriate.</p>	<p>An interagency team will consist of representatives for students, parents and families, school staff (regular and special education, CTE, counselors, related service providers), other service providers and outside agencies.</p> <p>The outcomes of the collaborative interagency team are clearly defined with input from all stakeholders.</p> <p>The roles of all members of the interagency team are clearly defined, related to the overall goal and expected results for students and communicated using language that is friendly to all stakeholders.</p>
<p>5.2 The interagency coordinating body and all transition service providers have established methods of communication.</p>	<p>A system is developed and implemented with input from all stakeholders to share data and resources across agencies.</p> <p>Stakeholders engage in an exchange of information, sharing resources to achieve a unified purpose.</p>
<p>5.3 Planning meetings and the collaborative delivery of transition-related services include: school staff representing regular education, special education, career technical education; OVR; and other related service providers and stakeholders, as appropriate.</p>	<p>School staff along with relevant service providers participate in regularly scheduled planning meetings throughout the year, which include discussion around</p>

Foundational Features	Examples of Well-Integrated Practices
	<p>program analysis, services provided, and student, family and teacher supports and training.</p> <p>Data from all sources is triangulated to inform and drive programmatic changes.</p>
<p>5.4 Based upon identified needs, students and families are connected with appropriate providers and resources including: transportation, medical care, system navigation, mental health services, disability services and financial planning.</p>	<p>Interagency teams work to partner students and families with the appropriate agencies that can support post-secondary transition needs based on the student’s goal and plans.</p> <p>Interagency teams identify and form partnerships with persons/groups who can serve as a mentor to support students and families through the first year out of high school.</p>
<p>5.5 Culturally Responsive Interagency Practices</p>	<p>Interagency teams welcome cultural backgrounds and experiences that can support post-secondary transition based on the student’s goal and plans.</p> <p>Interagency teams identify and address any barriers (such as cultural, socioeconomic, language) to the successful collaboration and support of post-secondary transition needs based on the student’s goal and plans.</p>

Resources:

- **General**
 - [Effective Practices](#): From the National Technical Assistance Center on Transition: The Collaborative (NTACT:C), this webpage provides information and resources on effective, evidence-based and research-based practices for improving post-school outcomes for students with disabilities.
 - [Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](#): These modules from the IRIS Center provide guidance on all five Core Components.

- **Family Engagement**
 - [Daily Life and Employment Life Course Tools](#): These resources may support family/student/school conversations about the student’s everyday life (such as school, employment, volunteering, communication, routines, life skills).
 - [Transition “Starters” for Everyone](#): This resource from the Center for Parent Information and Resources (CPIR) provides a variety of resources to support family/school partnerships during Transition Planning.
 - [Family Engagement](#): This NTACT:C website provides several resources to support positive family school partnerships in transition planning.

- **Interagency Collaboration:**
 - [Interagency Collaboration](#): This webpage from the NTACT:C provides numerous resources and toolkits related to aligning services and building partnerships across agencies.

- **Culturally Responsive Transition Practices:**
 - [Culturally Responsive Transition Planning](#): From the Center on Transition, this topical paper presents research designed to answer the question, “What do educators and other transition professionals need to do differently to meet the unique needs of this population and subsequently improve outcomes?”
 - [Transition Planning Tips for Linguistically and Culturally Diverse \(CLD\) Youth with Disabilities](#): From the PACER Center, this resource provides information to support schools who are transition planning with students from culturally and linguistically diverse backgrounds.

- **Relevant Regulation and Statutes:**

- [707 KAR 1:320, Section 7](#) Regulation 320 of the Kentucky Administrative Regulations (KARs) outlines the requirements for IEPs. Section 7 specifically addresses the IEP requirements for transition services.
- [704 KAR 3:305](#): This regulation establishes the minimum requirements for high school graduation.
- [704 KAR 19:002, Section 1 \(4 and 5\)](#): This regulation defines the ILP and the ILP addendum.

References:

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West Virginia Department of Education. (2015). West Virginia graduation 20/20: Evidence-based transition practices and predictors of post school success. Retrieved from https://wvde.state.wv.us/osp/Graduation/graduation2020_profileguidebook.pdf

Appendix A: Guiding Questions Template

Current Practices	Needs and Assets	Next Steps
What is happening now in our school or district? Is this foundational feature embedded in our school or district's current practices?	What foundational feature(s) need more focus to become well integrated in our practice?	What are our measurable short-term goals and expected outcomes?
What evidences or data do we have to support our claim?	What resources do we have or need to implement the foundational feature(s), improve transition practices and increase student success?	How will we know we have successfully integrated this foundational feature?
What barriers are we currently encountering to implementation and delivery?	Where can we envision opportunities to try some of the practices and features presented in this KPTP?	What barriers might we encounter in attempting to implement and deliver transition services in the future?

Appendix B: Action Plan Template

Short-Term Goal	Action Step(s)	Person(s) Responsible	Resources Required	Timeline	Evidence of Completion