

# KENTUCKY'S FRAMEWORK FOR SYSTEMS LEVEL TRANSITION PLANNING

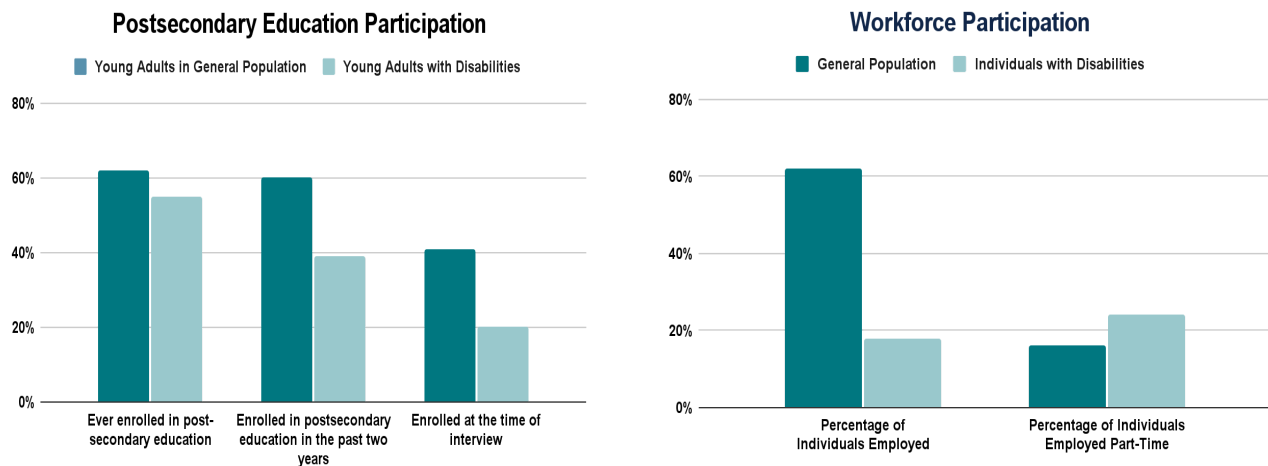


# OSEEL

Office of Special Education & Early Learning

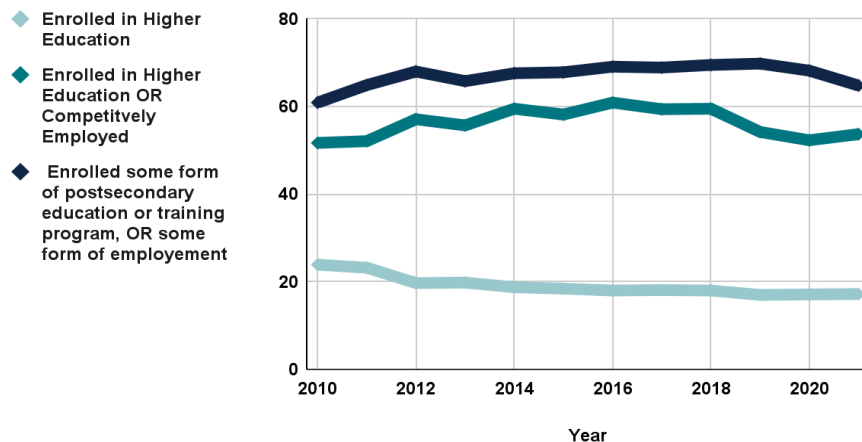
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The Kentucky Board of Education (KBE) is grounded in the belief that every Kentucky graduate must exit our K-12 educational system as a critical thinker, communicator, empowered learner, collaborator and engaged citizen. Much evidence exists to indicate that the path to postsecondary education opportunities and meaningful workforce participation can be very complex and challenging for all families and students, especially students with disabilities. National data illuminates the wide discrepancies in postsecondary education<sup>1</sup> engagement and workforce participation<sup>2</sup> for individuals with disabilities and the general population.



Kentucky’s long-term postsecondary outcomes data for students with disabilities demonstrates similar trends in the difficulties in meaningful engagement with postsecondary education and workforce participation for individuals with disabilities.

### Kentucky Post Secondary Outcomes Data



It is with this data in mind that this guidance is intended to support all stakeholders in offering a transformative transition planning process that prepares students with disabilities for the realities of today and the future. This resource defines a three-step transition planning process that invests in access and outcomes to meaningful postsecondary opportunities for all students, including students with disabilities.

<sup>1</sup> “The Post-High School Outcomes of Young Adults with Disabilities up to 6 Years After High School. Key Findings from the National”

<sup>2</sup> “Persons with a Disability: Labor Force Characteristics - 2021”

Kentucky’s [United We Learn](#) vision provides a framework for high-quality transition programming that supports schools, industry leaders and families in working together to identify and remove systemic barriers to successful post-school opportunities for students with disabilities. All stakeholders must engage in transition planning for students with disabilities that increases access to and improves outcomes in postsecondary education and workforce participation for our students and communities.

To increase access to postsecondary education and workforce opportunities that lead to positive lifelong outcomes for students, The Kentucky Department of Education (KDE) recommends that stakeholders plan using The National Technical Assistance Center on Transition: The Collaborative (NTACT:C) defined five improvement categories. These are Student-Focused Planning, Student Development, Interagency Collaboration, Family Engagement and Program Structure. Aligned to these improvement categories, KDE recommends the following key actions:

1. **KEY ACTION 1: ASSEMBLE A TEAM OF STAKEHOLDERS AND SELF-ASSESS**
2. **KEY ACTION 2: BUILD AN ALIGNED ACTION PLAN AND SYSTEM FOR EVALUATION**
3. **KEY ACTION 3: REFLECT AND IDENTIFY SUCCESSES AND CONTINUOUS IMPROVEMENT AREAS**



<sup>3</sup> Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition

## KEY ACTION 1: ASSEMBLE A TEAM OF KEY STAKEHOLDERS AND SELF-ASSESS

Assembling a group of stakeholders, including school leaders, educators, related service providers, families and students, ensures the process of transition planning is best positioned to be truly collaborative. To facilitate a process of reflection for the practices of transition planning that will lead to outcomes, KDE recommends the use of the [Predictor Implementation School/District Self-Assessment \(PISA\)](#). To effectively leverage the PISA, school leaders engage in a collaborative process that involves four major steps: (a) Identifying team members, (b) Establishing a meeting structure (e.g., time and location), (c) Preparing for the meeting, and (d) Process for conducting the meeting with the school and/or district level team.

STEPS TO KEY ACTION 1: ASSEMBLE A TEAM OF STAKEHOLDERS AND SELF-ASSESS	
<b>Identifying team members</b>	<ul style="list-style-type: none"> <li>• Ensure the team accurately represents a wide range of stakeholders: school-building administrators, educators, related service providers, families and students.</li> <li>• Clarify the roles and responsibilities of each of the team members.</li> </ul>
<b>Establish a meeting structure</b>	<ul style="list-style-type: none"> <li>• Communicate the meeting location and time in advance.</li> <li>• Send reminders in advance of the meeting to ensure attendance.</li> <li>• Ensure the meeting location is accessible to all team members.</li> <li>• Create an agenda for the meeting.</li> <li>• Print or electronically share the agenda for the meeting to all participants in advance.</li> <li>• Ensure the agenda has clear topics, identifies who will lead which part, clarifies how to participate and includes clear time allocation.</li> <li>• Identify who will manage data collected from the PISA.</li> <li>• Ensure each team member reviews the PISA prior to the meeting.</li> <li>• Ensure team members provide authentic and genuine feedback by completing the self-assessment individually in advance of the meeting.</li> </ul>
<b>Prepare for the meeting</b>	
<b>Conduct the meeting with the school or district-level team</b>	<ul style="list-style-type: none"> <li>• Use Step 4: Convening the Meeting of the <a href="#">PISA Action Planning Tool</a> to facilitate a meeting reviewing self-assessment results.</li> <li>• Review the results of the individual self-assessments. Identify areas of alignment and greatest divergence in ratings to engage in a discussion as to why.</li> <li>• Identify one or two predictors to focus on for the school year.</li> </ul>

## KEY ACTION 2: BUILD AN ALIGNED ACTION PLAN AND A SYSTEM FOR EVALUATION

Using the prioritized predictors from the PISA, the team must build an aligned plan for improvement with a system to evaluate the effectiveness of improvement efforts. It is critical that the focus areas and concrete actions within the district's plan for improvement are directly aligned to the evidence from the PISA. This alignment ensures that the actions taken as a result of the developed improvement plan drive change in the prioritized predictors from the PISA, and increases access for students with disabilities.

STEPS TO KEY ACTION 2: BUILD AN ALIGNED ACTION PLAN AND SYSTEM FOR EVALUATION	
<b>Develop an action plan</b>	<ul style="list-style-type: none"> <li>• Identify key stakeholders who influence change at the school or district level and define their role in the action plan.</li> <li>• Identify clear and concrete steps to take to address the prioritized predictor(s).</li> <li>• Ensure action steps meet <a href="#">SMART</a> criteria for goal-setting and have a clear owner(s).</li> <li>• Identify any resource(s) the team, school or district will need to carry out the action plan.</li> <li>• Using the examples demonstrated in the <a href="#">Kentucky Profile of Transition Practices (KPTP)</a>, the <a href="#">Taxonomy for Transition Programming 2.0</a>, and the <a href="#">Predictor/Taxonomy Crosswalk</a>, determine specific actions to include within the action plan.</li> <li>• Consider leveraging the Action Plan template on Page 9-10 of the PISA Instructions and Action Planning Guide.</li> </ul>
<b>Create a system for evaluation</b>	<ul style="list-style-type: none"> <li>• Determine the measurement tool for evaluating success that includes both quantitative indicator 14 data from Kentucky Post School Outcomes (KyPSO), indicators 1, 2 and 13 from LEA Determination findings, Postsecondary Readiness data, along with qualitative data from student, parent and community feedback.</li> <li>• Identify the benchmarks the team will collect implementation data by in order to reflect on progress toward the yearly goal(s).</li> <li>• Consider how the outcomes from improvement efforts will influence <a href="#">postsecondary readiness</a> included in Kentucky's Accountability System.</li> <li>• Determine who will be responsible for collecting and reporting the implementation data to the team assembled from Step One.</li> <li>• Identify dates the team will convene to reflect and analyze collected data and determine any additional steps to be added to the action plan.</li> </ul>

### KEY ACTION 3: REFLECT AND IDENTIFY SUCCESSES AND CONTINUOUS IMPROVEMENT AREAS

Leveraging the system built in Key Action 2, the team can strategically collect and analyze implementation data to reflect on goals in building stronger transition planning. Working collaboratively through a data protocol or structured meeting to reflect and analyze collected data will ensure the team is able to highlight what is working and what should be further refined in service of investing in outcomes.

STEPS KEY ACTION 3: TO REFLECT AND IDENTIFY SUCCESSES AND OPPORTUNITIES FOR IMPROVEMENT	
<b>Collect implementation data</b>	<ul style="list-style-type: none"> <li>• Collect and share data on the implementation of improvement practices included in the action plan from Step Two in a way that is accessible to all stakeholders on the team.</li> <li>• Ensure collected data is robust, authentic and honest in representing the current impact of the action plan implementation.</li> <li>• Share implementation data in advance of any meetings or structured protocols so that all stakeholders on the team can process and prepare to engage in a discussion on progress to outcomes.</li> <li>• Consider additional stakeholders that might be critical thought partners in the execution or understanding of whether or not SMART goal(s) have been achieved.</li> </ul>
<b>Reflect on collected data to determine aligned actions for continuous success and improvement</b>	<ul style="list-style-type: none"> <li>• <u>Analyze</u> student and school or district performance data on an ongoing basis through an equity-driven lens.</li> <li>• Focus on sub-group performance through disaggregated data to understand opportunities to target for continuous growth.</li> <li>• Revisit the defined action plan. Identify what actions contributed to the success surfaced in the data. Name how to continue those actions over time.</li> <li>• Identify opportunities for continuous improvement grounded in observations from the collected data. Use this to revise or add to the identified action plan, naming owners, timeline and concrete actions needed.</li> <li>• Identify additional stakeholders that might need to be included in the next cycle of action planning.</li> </ul>