TRANSITION IN THE INDIVIDUALIZED EDUCATION PROGRAM

What Parents and Students Need to Know

RESOURCES AND GLOSSARY



KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

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Introduction

This document was prepared to assist parents and students to navigate transition planning for life after graduation or school completion. Federal and state regulations guide the transition process. State regulations require school districts to begin this process no later than the student's 14th birthday, or younger when appropriate. Parents are advised to work with the student's special education professionals whenever you have questions.

For terms that may require additional explanation, please refer to the glossary of transition-related terms.



We know that all high school students have plans, hopes and dreams for their life after graduation or school completion. In order to prepare the student for this "transition" from school to life as a young adult, it is very important to address what the student will need to be ready for their next steps upon graduation or school completion. This includes preparing the student for:

- Employment.
- Entry into the military.
- Enrolling in a career school or postsecondary institution that will prepare the student for employment in a chosen career path.

Students with a disability often require additional assistance from their school and/or from community partners as they transition from high school to adulthood. School districts are required to provide a student with a disability with transition services. Goals for transition services become part of the student's Individualized Education Program (IEP) the year the student turns 14. However, transition may be initiated prior to age 14. The transition planning process includes:

- Transition assessments.
- Involvement of the family and student.
- Any interagency collaboration (i.e., Vocational Rehabilitation Services includes Pre-Employment Transition Services, Vocational Rehabilitation, Mental Health, Working Healthy, Families Together, Community Developmental Disabilities Organization, or any local or regional agency that can provide support for the student).
- Community experiences (i.e., job shadowing, visits to postsecondary training institutions, participation in leisure/recreation activities, and/or meeting with agencies that can provide support after high school).
- The student's goals for:
  - Employment
  - Education/training
  - Practicing self-advocacy
  - Self-determination skills
  - Independent living after high school.

Transition assessments should be age appropriate and designed to identify the student's strengths, preferences, interests and needs. No matter the age of the student, the student must be invited to the IEP Team meeting whenever transition planning is discussed, which is required during the year that the student turns 14 years of age. The student must be included on the invitation to the meeting. Ideally, the student receives their own invitation to the IEP. The student should be encouraged to lead the IEP Team meeting, if they are comfortable doing so.

Parents/guardians or if the student is 18 or older must be provided a copy of the Procedural Safeguards or Parental Rights at least annually. This document will provide you with more information on transition planning. You can contact the Kansas State Department of Education or Families Together if you have any questions about your parental rights. Contact information for these agencies is located in the Resources section of this document. There are both state and federal laws that have certain requirements for IEP teams to follow when initiating transition planning and services; including how and when they must be provided.

Transition Assessment

Transition assessment is an important first step in transition planning and may include several types of transition assessments designed to:

- Assist the student in identifying goals for life after high school.
- Help the IEP team to determine the services and supports needed to help the student reach their postsecondary goals.

Transition assessments must be age-appropriate, should be established tools that measure student abilities and progress and at a minimum consider the student's needs related to postsecondary training, education, employment and independent living.

Questions related to transition assessments to consider include:

TRAINING AND EDUCATION

- Does the student prefer a career that will require postsecondary training (license or certification) or education after high school?
- What are the training and educational opportunities that would help the student meet postsecondary goals?

EMPLOYMENT

- What career (employment or military service) does the student want to pursue after high school?
- What are the interests and preferences of the student?
- What does the student enjoy doing?
- What kinds of jobs (paid, volunteer, household chores, etc.) has the student completed?

INDEPENDENT LIVING

- Where would the student like to live and with whom?
- Is the student able to complete household responsibilities, such as cleaning, cooking and doing laundry?
- What does the student like to do for leisure and recreation?
- How would the student want to be involved in the community?

There are many examples of transition assessments and all are not necessarily formal "paper and pencil" tests (please see Additional Resources). Transition planning should be person centered. Assessment information will

be collected from the student first and then from others who know the student well (parents, family members, employers, educators, coaches and others who know the student).

Beginning in the eighth grade, the student will develop an Individual Plan of Study (IPS), with the guidance counselor, career coach or adviser. The IPS has a career focus and is an education plan to facilitate a successful transition to further education after high school (postsecondary education, i.e., career school, technical college, two-year or four-year college or university, military) and/or to enter the workforce. The IPS is not a one-time activity. It is a continuing process by which the student defines, explores and then refines their interests and long-term goals throughout high school. The IPS is an excellent tool to guide transition planning for the student with a disability. The student can share the IPS at the IEP meeting to guide decisions about high school courses and continue the process of career, work and exploration of future education after high school.

The student's interests, needs and personal preferences will most likely change over time. As the student gains new experiences (e.g., classes taken, work opportunities, leisure and recreation, community experiences, etc.), they learn more about what they may want to do after graduation or school completion from high school. Ongoing transition assessments will assist the student to refine their goals as they get closer to graduation or completing high school.

Parents may request updated transition assessments as the student goes through middle school and/or high school. This would be the case if the school has not updated the transition assessments at least annually.

Measurable Postsecondary Goals

No later than age 14, the student's IEP must list appropriate postsecondary goals, based on the transition assessment.

Postsecondary goals are goals for what the student plans to do after high school and must be included on the IEP. There must be a goal for:

1. Training/education.
2. Employment.

When appropriate, the IEP must include a goal for:

3. Independent living.

The goals should be written from the student's perspective and be future focused. Here are some examples of postsecondary goals:

- *"After graduation, John will enroll in the culinary arts program at Johnson County Community College."*
- *"After exiting high school, Maria will work as a paraprofessional in a local school district."*
- *"After exiting high school, Shaye will take public transportation to and from her job as a CNA."*

It is important to note that Kansas has an "Employment First" law. In the school setting, this means "competitive, integrated" employment must be the first option to consider in the transition planning process for the student. "Competitive" means wages above minimum wage and similar to what anyone would be paid for such a job (example: NOT subminimum wage). "Integrated" means the job site looks like typical jobs in Kansas and people with disabilities are not segregated (example: NOT sheltered workshops where it is mostly or all people with disabilities employed). As part of the implementation of Employment First policy, one role for educators is to assist students and their families to understand the range of available employment possibilities and providing sufficient information and planning to ensure competitive, integrated employment is the first and preferred option in transition planning. As part of conforming to the Employment First mandate, transition to a subminimum wage job shall not be considered an acceptable or permanent transition as part of transition planning.

Transition Services

The IEP that will be in effect when the student turns age 14 must address the courses of study needed to assist the student in reaching the postsecondary goals. Courses of study are defined as a multiyear description of coursework to achieve the student's desired postsecondary goals, from the student's current to anticipated exit year. There should be alignment between the courses of study in the Individualized Education Program (IEP) and the course selections within the Individual Plan of Study (IPS). The courses of study may be identified on the student's IEP either as a list of courses of study or as a statement of instructional program, as appropriate for the student.

Consideration should always be general education courses. For example enrollment in Career and Technical Education courses and courses for college credit.

The services and supports provided to help the student reach their postsecondary goals are called transition services. The IEP team must determine what skills, services or supports the student will need to transition from where the student is now to the desired postsecondary goals. The range of transition services is very broad and may include any type of learning experience required to gain skills needed for after high school or school completion. Examples of transition services include:

- Community experiences (experiences gained outside the school building), such as job exploration, banking, shopping and transportation.
- College exploration and counseling (please see "additional resources" for information about college opportunities for the student with a disability).
- Employment services (experiences and activities that lead to post high school employment), such as writing a resume, job exploration, work experience and job counseling.
- Training for a variety of adult responsibilities, such as how to vote, complete a tax return, balance a checkbook, etc.
- Related services (for example: social skills groups, occupational therapy, behavioral therapy, speech therapy).
- If necessary, help with daily living skills, such as preparing meals, budgeting, accessing transportation and getting ready for the day.

If you feel that your student has transition needs beyond four years of high school and could benefit from special education and related services through the age of 21, please discuss the matter with the IEP team members before the student graduates with a regular high school diploma. The right to a free and appropriate public education (FAPE) ends once a regular diploma has been awarded or at the end of the school year in which the student turns 21, whichever occurs first.

Terms you may hear school personnel use include courses of study, related services, transition planning, transition services, measurable postsecondary goals and functional vocational evaluation.

Invitation of Outside Agencies and Community Partners

Many state and community agencies or other providers outside of your school may play an important role in transition planning, including providing and/or paying for transition services. The student may be entitled to critical services that can enable a successful transition while also providing longer-term supports. Providers of these services should be included in your IEP Team meetings. Some examples include:

- Vocational Rehabilitation Services (VR) and Pre- Employment Transition Services (Pre-ETS).
- Workforce centers.
- Disability support staff from a local college or technical school.
- Financial planning experts for people with disabilities (Working Healthy).
- Independent Living Centers.
- Community Developmental Disability Organizations (CDDO).
- Community Mental Health Centers (CMHC).

Beginning at age 16, or younger when appropriate, the school is required to invite to the IEP Team meeting a representative of any agency that is likely to provide or pay for transition services included in the student's IEP. It is required that the school get your or your adult child's written consent in order to invite outside representatives to the IEP Team meeting. Parents also have the right to invite others to attend the IEP Team meeting who have knowledge or special expertise about the student.

The IEP must include the transition services to be provided by other state or community agencies for the student.

Please see "Additional Resources" for a partial list of state and community agencies and a description of the transition services they may provide.

Pre-Employment Transition Services (Pre-ETS)

Pre-ETS services, provided by Vocational Rehabilitation Services which includes Pre-Employment Transition Services (Pre-ETS), are designed to provide job exploration, counseling and other services to help youth with disabilities to prepare for employment and self-sufficiency.

In collaboration with the school and qualified community partners, Rehabilitation Services will provide or arrange for the provision of Pre-ETS for the student with disabilities who meets participation criteria and needs such services. Pre-ETS is available statewide to all students with disabilities, even if they have not applied for or been determined eligible for Vocational Rehabilitation services.

Pre-ETS includes the following:

- Job exploration counseling to help discover what jobs may interest the student.
- Work-based learning to gain real-world job experience (for example: job shadowing, internships).
- Counseling on postsecondary education opportunities.
- Training to develop social skills and independent living skills.
- Instruction in self-advocacy (for example: learning how to stick up for yourself and ask for what you need).
- Terms you may hear school personnel use include Voc Rehab and Individualized Plan for Employment (IPE).

Summary of Performance

When a student with a disability graduates high school with a regular diploma or at the end of the school year when the student turns 21 (whichever occurs first), the school must provide the student with a Summary of Performance (SOP) that summarizes the student's functional performance and academic achievement. It will include recommendations on how to help the student achieve their goals after high school or school completion. It is a best practice to begin development of the SOP as early as possible. The student must receive the SOP upon graduating high school with a regular diploma or at the end of the school year when the student turns 21 (whichever occurs first). The student's final IEP and periodic IEP progress reports are useful resources in developing the SOP.

You and/or the student may choose not to tell others (or disclose) about their disability. The SOP is written in a manner to reflect the strengths, weaknesses and needs of the student. The SOP can provide the evidence needed to receive accommodations or other assistance in college, technical school, career school, or employment.

For a discussion of whether or not to disclose a disability, please see "Disclosing a Disability in Resources."

Help for Parents

Both you and the school share in the student's education. If you or the school has issues or concerns about the student's education, you and the student's teacher should openly discuss the issues. If you are not satisfied with what the school tells you, contact the special education director of the school district. If you have major differences that cannot be resolved through the normal IEP meeting process, you can request a mediation, file a formal complaint or request a due process hearing through the Kansas State Department of Education (KSDE). More information is available in the KSDE Parent Guide to Special Education which you can locate by following the link in the Resources section of this document.

It is recommended that you be actively involved in the student's education and there are agencies that can help when you have questions or you need someone to support you at IEP Team meetings. Families Together, Inc works with parents and transition aged youth by providing an understanding of the special education requirements. Families Together can also provide you with resources, as well as training developed for parents.

Another agency that can answer questions and provide support to parents is the Kansas Disability Rights Center. They provide legally- based advocacy support for individuals with disabilities and ensure that the rights of the parents and the student have been followed.



Resources

Note: *Each resource described below is also linked to a QR code. The QR code can be accessed by scanning the code using your camera phone or through QR application.*

QR	RESOURCE

Assistive Technology for Kansans (ATK)

https://atk.ku.edu

ATK connects people with disabilities and health conditions of all ages with the assistive technology they need to learn, work, play and participate in community life safely and independently.

Charting the LifeCourse

https://www.lifecoursetools.com

Charting the LifeCourse is designed to be used for your own life, for your family members, or in the work you do. The framework and tools will help you organize your ideas, vision and goals, as well as problem-solve, navigate and advocate for supports.

Disability Rights Center of Kansas (DRC)

https://www.drckansas.org

DRC is the Protection and Advocacy System for Kansas. DRC has attorneys and advocates who assist with disability rights legally-based advocacy matters. If you have applied for or are receiving VR services and you have been denied services or have concerns about the VR services you are receiving, you can contact the Disability Rights Center of Kansas (DRC). In addition to being the Protection and Advocacy System for Kansans with disabilities, DRC is also the Client Assistance Program (CAP). As the CAP, DRC Kansas provides advocacy and represents applicants or recipients of VR services.

Phone: (877) 776-1541

Families Together Inc.

https://familiestogetherinc.org

Parent Training and Information Center for parents that provides a wide array of services and supports for families.

Topeka - Phone: (800) 264-6343

Building the Dream: Transition Services and the IEP
https://familiestogetherinc.org/transition-to-adulthood-for-students

The webpage provides resources to help students with disabilities transition to adulthood, focusing on preparing for life after high school. It includes videos, tools, and links that support understanding IEPs, setting postsecondary goals, and building skills for independence, education, work, and health management.

iTransition

http://www.itransitionks.org

A web-based app where students will be provided a personalized draft transition plan after answering a brief survey.

QR	RESOURCE

Kansas State Department of Education (KSDE)

https://www.ksde.gov

Career and Technical Education Pathways

https://www.ksde.gov/student-success/cte/career-pathways

The webpage explains Kansas Career Pathways within Career and Technical Education (CTE), showing how students prepare for specific careers through structured programs. It describes a four-level system—industries, clusters, pathways, and strands—that helps organize careers and guide students from broad fields to specific skills. The page also includes resources like pathway guides, charts, and tools to help schools and students plan programs and explore career options.

Individual Plans of Study

https://www.ksde.gov/student-success/individual-plan-of-study

The webpage explains the Individual Plan of Study (IPS), a personalized planning process used in Kansas to help students prepare for life after high school. It describes how IPS starts in middle school and guides students in choosing courses, exploring careers, and setting postsecondary goals based on their interests and strengths. The page also outlines key components—such as career interest assessments, a course plan, a postsecondary plan, and a digital portfolio—and provides resources to support student planning and success.

Kansas Special Education Process Handbook

https://www.ksde.gov/policy-and-funding/special-education/special-education-law/process-handbook

The webpage provides the Kansas Special Education Process Handbook, a guide that explains the full special education process under federal (IDEA) and Kansas law. It includes detailed information on each step—such as parent rights, screening and evaluation, IEP development, services, placement, reevaluation, and discontinuation of services—along with dispute resolution options like mediation and due process. The handbook also offers resources, sample forms, and explanations to help educators and families understand legal requirements and support students with disabilities.

Parent Guide to Special Education in Kansas (2020):

https://www.ksde.gov/docs/default-source/sets/parentguidetospecialeducation.pdf

This document is a Parent Guide to Special Education from KSDE that helps families understand how special education works in Kansas. It explains key topics such as parents' rights, how students are identified and evaluated, how Individualized Education Programs (IEPs) are created, placement in the least restrictive environment, discipline, and ways to resolve disagreements. Overall, it is designed to give parents clear, step-by-step guidance so they can participate effectively in their child's education and make informed decisions.

Procedural Safeguards (Parent Rights in Special Education)

https://www.ksde.gov/policy-and-funding/special-education/special-education-law/notices-and-forms/parents-rights

This KSDE webpage provides a Parent Rights (Procedural Safeguards) notice document for special education in Kansas provided in multiple languages.

Special Education and Title Services (SETS)

Phone (Kansas residents only): 1-(800) 203-9462 or (785) 291-3097

SETS is a KSDE division that supports schools by providing guidance and assistance, especially for students with disabilities, while ensuring compliance with education laws and improving student outcomes.

QR	RESOURCE

Work-based Learning
https://www.ksde.gov/student-success/cte/work-based-learning

Work-based learning (WBL) gives students real-world career experience by connecting classroom learning to activities like internships, job shadowing, and partnerships with local businesses. These experiences help students build job skills, explore career interests, and prepare for life after high school. WBL is organized as a progression from career awareness to hands-on job preparation, allowing students to develop confidence and practical skills through direct workplace involvement.

Kansas Department of Health and Environment (KDHE)/KanCare and Medicaid
https://www.kdhe.ks.gov/159/division-of-health-care-finance

Kansas Department of Health and Environment (KDHE)/KanCare and Medicaid: The Division of Health Care Finance (DHCF) is responsible for purchasing health services for children, pregnant women, people with disabilities, the aged and the elderly through the Medicaid program, the Children's Health Insurance Program (CHIP) and the state-funded MediKan program.

Phone: (800) 792-4884

Keys for Networking
https://www.keys.org

Statewide Information Resource Center of parents and children who have severe emotional disorders.

Phone: (785) 233-8732

K-Loan
http://k-loan.net

K-Loan offers long-term loans to eligible borrowers for assistive technology equipment.

Phone: (620) 421-6554 or Toll-Free: 1-(866) 465-2826

National Technical Assistance Center on Transition: The Collaborative (NTACT:C)
https:/www.transitionta.org

National center provides secondary transition resources, effective practices and tool kits on a wide variety of transition related topics.

Statewide Independent Living Council of Kansas (SILCK)
http://silck.org/

Statewide organization of independent living centers of Kansas.

Transition Coalition
https://transitioncoalition.org

Provides professional development opportunities for secondary transition and college and career readiness of youth with disabilities and is a partner with the NTACT.

Transition Timeline – Passport to Independence
https://www.kcdcinfo.ks.gov/home/showpublisheddocument/430/638468982879630000

The Transition Timeline provides basic information on activities to assist a student in obtaining a career that will support them in life. This timeline is targeted to parents/guardians but can also be used by students and educators.



Employment

QR	RESOURCE

Vocational Rehabilitation

https://www.dcf.ks.gov/services/rs/pages/employment-services.aspx

Vocational Rehabilitation (VR) services empower Kansans with disabilities to achieve competitive, integrated employment and become self-sufficient. VR services support individuals in preparing for, obtaining, and maintaining meaningful employment aligned with their skills and goals.

Pre-Employment Transition Services (Pre-ETS)

https://www.dcf.ks.gov/services/RS/Documents/RS%20Forms/Pre-ETS%20Flyer2024%20-%20English%20Accessible.pdf

Pre-Employment Transition Services (Pre-ETS) serves students with disabilities aged 14-21, helping them transition from high school to employment and independent living through services such as job exploration, work-based learning experiences, and postsecondary education counseling.

Phone: (866) 213-9079

Kansas Employment First

https://kcdcinfo.ks.gov/employment-first

The Kansas "Employment First" initiative establishes that competitive, integrated employment should be the primary option for people with disabilities seeking services. Created by state law in 2011, it requires state agencies to prioritize helping individuals with disabilities find jobs in typical community settings, earning wages comparable to those without disabilities. The policy is supported by an oversight commission that monitors implementation and promotes greater employment opportunities across the state.

KansasWorks

https://www.kansasworks.com/ada/r/

Provides assistance with finding employment.

Phone: (800) 255-2458

Disclosing a Disability

QR	RESOURCE

411 Disability Disclosure (YouTube video)
https://www.youtube.com/watch?v=iMb5aURm81s

Youth with disabilities discuss how the decisions to disclose their disabilities have affected them at school, at work, and in social situations.

Youth, Disclosure and the Workplace Why, When, What and How
https://www.dol.gov/agencies/odep/publications/fact-sheets/youth-disclosure-and-the-workplace-why-when-what-and-how

The U.S. Department of Labor fact sheet explains that youth with disabilities must choose if and when to disclose their disability at work; while it's optional, disclosure is usually required to receive accommodations under the law. The fact sheet explains the best timing and approach—focusing on strengths and needs—what information to share, and who to tell, while also outlining workers' rights (like confidentiality) and responsibilities (such as being honest and proactive).

Postsecondary Educational Opportunities for Students with Disabilities

QR	RESOURCE

College Autism Spectrum (CAS)
https://collegeautismspectrum.com

An independent organization of professionals whose purpose is to assist students with autism spectrum disorders and their families. They specialize in college counseling (helping students find the right college) and work/career readiness (such as skill building for interviews, jobs and work skills).

Coordinating Transition Services and Postsecondary Access: Guidance on Requirements Under the IDEA and the Rehabilitation Act
https://sites.ed.gov/idea/files/Guidance-Coordinating-Transition-Services-and-Postsecondary-Access-01-16-2025.pdf

The January 2025 guidance explains how schools and vocational rehabilitation agencies should coordinate to support students with disabilities in transitioning from high school to college, careers, and independent living. It emphasizes student-centered planning based on individual goals and strengths, encourages early collaboration across agencies, and highlights services like career exploration, work-based learning, and access to postsecondary education opportunities to improve long-term outcomes.

Preparing for Adulthood: National Parent Center on Transition and Employment (PACER)
https://www.pacer.org/advice-guidance/topic-preparing-for-adulthood/

"Quality information on transition for youth with disabilities in a format that's useful to families, youth and professionals."

Student Resource Guide: Navigating the Transition from High School to College for Students with Disabilities
https://s3-eu-west-1.amazonaws.com/s3-euw1-ap-pe-ws4-cws-documents.ri-prod/9781138934733/Student_Resource_Guide.pdf

This Student Resource Guide was developed to be used in conjunction with the book, Navigating the Transition from High School to College for Students with Disabilities. (Routledge, 2018)

Think College: Inclusive Higher Education
https://thinkcollege.net

A national organization dedicated to developing, expanding and improving inclusive higher education options for people with intellectual disabilities.



Implications of Reaching the Age of Majority

QR	RESOURCE

Parent Brief: Age of Majority: Preparing Your Child for Making Good Choices

https://ici.umn.edu/products/213

A brief stressing the importance of involving young people in setting their own high school goals and planning for their transition to adulthood. It outlines significant considerations parents face in helping their children reach the age of majority, including development of decision-making skills, understanding transfer of rights, and issues related to guardianship.

Produced by PACER Center in collaboration with the Institute's National Center on Secondary Education and Transition (NCSET).

National Resource Center for Supported Decision Making

http://www.supporteddecisionmaking.org

National Resource Center for Supported Decision-Making, which provides information and tools about supported decision-making (SDM).

Self-Determination: Supported Decision Making

https://selfdetermination.ku.edu/supported-decision-making/

The webpage explains that supported decision-making is a process that helps individuals, especially those with disabilities, make their own life decisions while receiving support from others. It emphasizes that people keep control over their choices and can use tools like trusted supporters, technology, or community resources to understand options and communicate decisions. The approach promotes self-determination, independence, and improved quality of life, while serving as a less restrictive alternative to guardianship.

Glossary of Transition-Related Terms

504 Plan

A 504 Plan is developed to ensure that a child who has a disability under Section 504 of the Rehabilitation Act and is attending an elementary or secondary school receives accommodations that will ensure the academic success of the student and access to the general education learning environment. Contact your school district's 504 coordinator or you can find out more information at U.S. Department of Education, Office for Civil Rights at (206) 607-1600, TDD: 1-(800) 877-8339.

Americans with Disabilities Act (ADA)

Prohibits discrimination against people with disabilities in employment, transportation, public accommodations, communications and governmental activities. The ADA also establishes requirements for telecommunications relay services.

Apprenticeships

Trade-related paid or unpaid work with a certified skilled journeyman to build occupational skills related to trade certification.

Assessment (formal and informal)

The wide variety of methods used to evaluate, measure and document academic readiness, interests, learning progress and skill acquisition.

Career Cluster

Course standards and programs of study for career fields.

Career Exploration

Learning about yourself and the world of work and identifying and exploring occupations.

Career Readiness

As defined by the Kansas State Board of Education, a successful high school graduate has the:

- Academic preparation
- Cognitive preparation
- Technical skills
- Employability skills
- Civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Career Readiness Skills (Employability Skills)

The nontechnical skills (e.g., interpersonal skills, personal habits and traits, etc.), knowledge and understanding necessary to successfully gain and maintain employment and participate effectively in the workplace.

Career Tours

Hear and learn from professions – experience virtual industry tours to explore a variety of career options.

Community Developmental Disabilities Organization (CDDO)

A designated organization that helps to coordinate services and supports for individuals with intellectual and developmental disabilities for an area of the state.

Competitive Integrated Employment

Competitive integrated employment is full or part-time work that is compensated at or above minimum wages; offers an individual with a disability benefits and opportunities for advancement comparable to those offered to employees in similar positions; and is performed in a setting where the individual with a disability interacts with people without disabilities to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons. Subminimum wage jobs or "sheltered workshops" are not competitive integrated employment. Under Kansas' Employment First law, competitive integrated employment must be considered as the first option in transition plans.

Conservatorship

In regards to transition planning, less restrictive alternatives to conservatorship must be considered by the IEP Team first. The process by which a person appointed by the court to make legal decision affecting the finances and estate (personal and real property) of another person. For more information on alternatives to conservatorship (such as Durable Powers of Attorney or Supported Decision Making), review this information from the Disability Rights Center of Kansas: https://www.drckansas.org/resource-center/guardianship-other-legal-decision-makers/alternatives-to-guardianship-conservatorship

Courses of Study

The term "courses of study" is a current description of coursework and/or activities to achieve the student's desired goals for after high school, from the student's current to anticipated exit year.

Customized Employment

A flexible process designed to personalize the employment relationship between a job candidate or employee and an employer in a way that meets the needs of both. It is based on identifying the strengths, conditions and interests of a job candidate and the business needs of an employer. Together, these create a match resulting in a customized position.

Functional Vocational Evaluation

A functional vocational evaluation is an ongoing process that identifies a student's career interests, work-related aptitudes and skills and need for training.

Guardianship

In regards to transition planning, less restrictive alternatives to guardianship must be considered by the IEP Team first. The process by which a person appointed by the court to make legal decision affecting the finances and estate (personal and real property) of another person. For more information on alternatives to guardianship (such as Durable Powers of Attorney or Supported Decision Making), review this information from the Disability Rights Center of Kansas: https://www.drckansas.org/resource-center/guardianship-other-legal-decision-makers/alternatives-to-guardianship-conservatorship

Individualized Education Program (IEP)

The Individualized Education Program (IEP) is defined as a written statement for each student with an exceptionality, which describes that child's educational program and is developed, reviewed and revised in accordance with special education laws and regulations.

Individual Support Plan (ISP)

A plan for services developed in coordination with a CDDO that states specific objectives to develop competencies and achieve personal goals in the areas of community participation, housing, work, school and leisure time, based on hopes and dreams for the future as well as an assessment of the individual's needs, preferences and life choices.

Individualized Plan for Employment (IPE)

A plan that is developed and implemented in a manner that affords eligible individuals the opportunity to exercise informed choice in selecting an employment outcome, the specific vocational rehabilitation services to be provided under the plan, the entity that will provide the vocational rehabilitation services and the methods used to procure the services.

Individuals with Disabilities Education Act (IDEA)

A federal law ensuring special education to eligible children with disabilities.

Individual Plan of Study (IPS)

A multiyear plan developed by students in collaboration with teachers, counselors and parents, as a way to help them plan their educational experiences from middle to secondary to postsecondary education to help them achieve their career goals.

Informational Interviewing

An informal conversation with someone working in an area that interests you who will give you information and advice about a potential future workplace.

Internships

Formal agreements in which a youth is assigned specific tasks in a workplace over a predetermined period of time. May be paid or unpaid, depending on the nature of the agreement with the company and the nature of the tasks.

Job Observation

An arranged visit to observe an individual in a specific job or type of work. This usually involves pre-work to become aware of job responsibilities and develop a set of questions/ observations to be utilized during the observation.

Job Shadowing

Work by a youth that does not materially benefit the employer but allows the youth to spend meaningful time in a work environment to learn aspects of potential job tasks and "soft skills" required in the workplace.

Measurable Postsecondary Goals (MPG)

Postsecondary goals identify the student's long-term goals for living, working and learning as an adult. The projected postsecondary goals in the student's IEP establish a direction for the school, student, student's family and any participating agencies to work toward in recommending transition activities for the student.

Mock Interview

Simulates a real interview for training purposes.

On-the-Job Training

Training that is given to an employee at their workplace while they are doing the job for which they are being trained.

Person-Centered Planning (PCP)

A process that empowers students to know that possibilities of their goals can become realities of their future. Through structured exercises that focus on the students' strengths and preferences, it assists the team in developing a snapshot of the student and their hopes and dreams for the future. There are several types of PCP tools (e.g., MAPS, LifeCourse Framework, Essential Lifestyle Planning and Personal Futures Planning). Each have unique information gathering strategies. They are all action based and focused on the student's gifts and desires for the future. The information gathered from the PCP may be used to help develop the transition services outlined in IEPs for students with disabilities.

Pre-Apprenticeship

Services and programs designed to prepare individuals to enter and succeed in Registered Apprenticeship Programs; they have a documented partnership with a Registered Apprenticeship program sponsor and together, expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

Pre-Employment Transition Services (Pre-ETS)

Pre-Employment Transition Services (Pre-ETS): Tailored for students with disabilities aged 14-21, Pre-ETS supports the transition from high school to employment and independent living. Services include job exploration counseling, work-place readiness training, work-based learning experiences, counseling on comprehensive transition or post-secondary education, and self-advocacy.

Person-Centered Service Plan

Does your child receive services through Kansas Department of Aging and Disability Services (KDADS) as part of a Home and Community Based Services Waiver (HCBS)? The article below is the first of a four-part series. Part 1 includes an overview of Person-Centered Service Plan, how it impacts your child with disabilities, your role in this process and what to expect through the development and implementation of a Person-Centered Service Plan.

Project SEARCH

A partnership between VR, a business and an area school district, this one-year school-to-work program is business led and takes place entirely in the workplace. The experience includes a combination of classroom instruction, career exploration and hands-on training through worksite rotations.

Service Learning

Formal volunteer service in a structured community service program for the purpose of contributing to the community, learning soft skills, including follow through on commitments and taking directions in a community environment.

Skill Inventories

Questionnaires or reports containing information on knowledge, skills, abilities and experiences of the student.

Summary of Performance (SOP)

A summary of the child's academic achievement and functional performance, which includes recommendations on how to assist the child in meeting the child's postsecondary goals.

Supported Decision Making

Process that allows people with disabilities to make decisions about their own lives with support from a team of people, such as trusted friends, family members and professionals.

Supported Employment

Competitive work in a community integrated work setting for persons with severe disabilities who need ongoing support services to learn and perform the work.

Transition Services

Transition services are a coordinated set of activities that promote movement from school to such post-school activities as postsecondary education, vocational training, employment, adult services, independent living and community participation.

Vocational Rehabilitation *(VR or Voc Rehab)*

Vocational Rehabilitation(VR) is a state program within the Kansas Department for Children and Families (DCF) that supports individuals with disabilities in achieving competitive, integrated employment.

The program includes: VR Services: A variety of services aimed at helping individuals prepare for, obtain, and maintain competitive, integrated employment. These services may include career counseling, job placement assistance, skills training, education support, assistive technology, and workplace accommodations.

Work Experience

An opportunity for a student to gain practical skills and understanding of a work environment; could be paid or unpaid.

Work Sampling

Unpaid work for the purpose of exposure to different work environments, allowing the youth to spend meaningful time to learn aspects of potential job tasks and employability skills required in the workplace. Potential supports and accommodations could be identified.

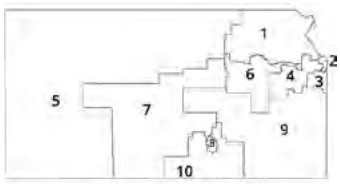
Work-Based Learning

An extended learning opportunity for students to experience the adult world of work through job shadow, paid or unpaid internships or actual employment conducted in cooperation with a school. Work-based learning programs follow established guidelines including training agreements and assurances to follow state and federal child labor and labor standards laws.

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SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

Kansans CAN

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To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

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Kansas leads the world in the success of each student.

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