

Arkansas Transition Services presents:



Arkansas Transition Services Website Resources

February 4, 2026



This session will be recorded.

*Recording and slides will be emailed to participants.
Please put all questions in the chat box.*

A top-down view of a desk with a white cup of coffee, a white keyboard, several brown cookies, and several colored pencils scattered around. The word "Introduction" is written in a black, hand-drawn, sketchy font in the center of the image.

Introduction

Vision

The Division of Elementary and Secondary Education (DESE) is transforming Arkansas to lead the nation in **student-focused, *INCLUSIVE* education.**

Mission

The Division of Elementary and Secondary Education (DESE) provides leadership, support, and service to schools, districts, and communities so **EVERY** student graduates prepared for college, career, and community engagement.



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION



Arkansas Transition Services Vision & Mission

Our Vision:

Arkansas Transition Services envisions a state that respects and values disability culture where all individuals with and without disabilities, live, learn, work, play and fully participate together in all life experiences and have the necessary resources available to experience a life of quality.

Our Mission:

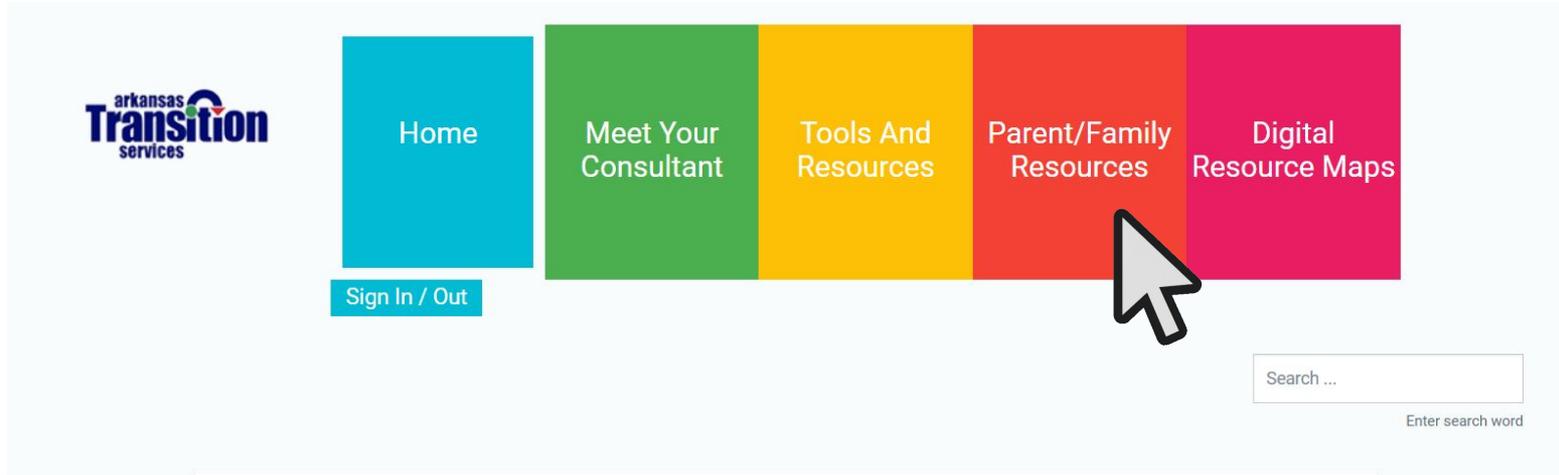
Arkansas Transition Services' mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes.

Desired Outcomes for Arkansas

- *All* students will be considered general education students.
- General education and special education will not operate in two separate systems. Instead, schools will operate as *one system* that works collaboratively to provide the **supports needed to produce students who are ready for college, careers, and community engagement!**

www.arkansastransition.com

Parent/Family Resources



The navigation menu features five colored buttons: Home (cyan), Meet Your Consultant (green), Tools And Resources (yellow), Parent/Family Resources (red), and Digital Resource Maps (magenta). A mouse cursor is pointing at the 'Parent/Family Resources' button. Below the buttons is a 'Sign In / Out' button and a search bar with the placeholder text 'Search ...' and 'Enter search word'.

arkansas
Transition
services

Home

Meet Your Consultant

Tools And Resources

Parent/Family Resources

Digital Resource Maps

Sign In / Out

Search ...

Enter search word



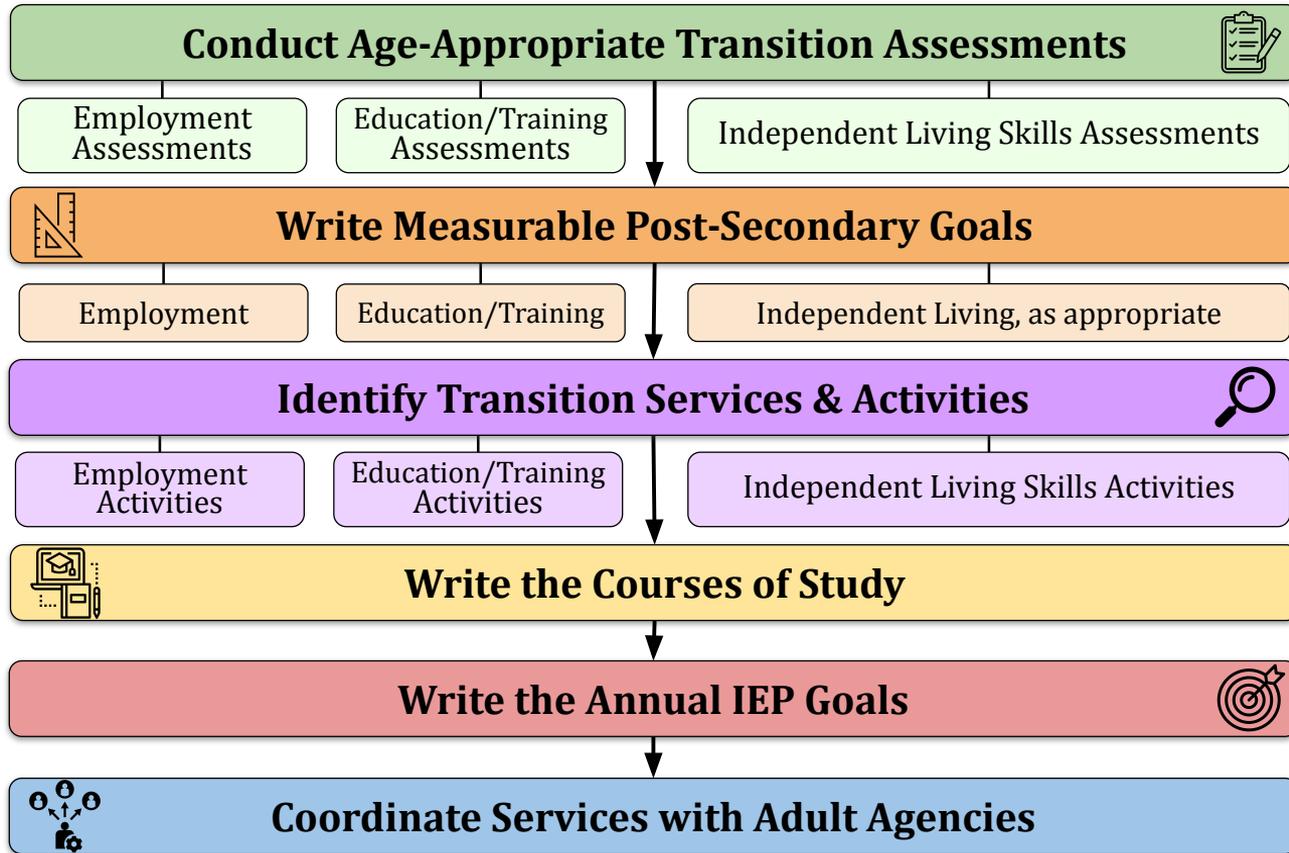
The banner has a yellow background with pink and purple geometric shapes on the left. It features the text 'SAVE THE DATE' in large black letters, the Arkansas Transition Services logo, and '2026 Transition Summit' in large white letters with a black outline.

SAVE THE DATE

arkansas
Transition
services

2026 Transition Summit

Charting the Path to Positive Post-School Outcomes



To ensure your plans are compliant, use the [Indicator 13 Cross Reference Tool](#) or [contact us!](#)

Transition Plan



Name:

Present Level of Academic Achievement and Functional Performance

A statement of the child's present levels of academic achievement and functional performance including:

- Child's strengths and needs (include data used to determine strengths and needs)
 - Consider the academic, developmental, and functional needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.
 - Consider how the child's strengths relate to the child's postsecondary goals.
- Effect of the child's disability on his/her involvement in the general education curriculum
 - Consider how the child's disability will affect the child's ability to reach his/her postsecondary goals (what the child will do after high school).
- Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.

Transfer of Rights: *In Arkansas, beginning not later than one year before a child reaches the age of majority under State law, age eighteen (18), except for a child with a disability who has been determined to be incompetent under state law, the child's IEP must include a statement that the child has been informed of his or her rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority, consistent with 34 CFR 300.520 and §9.00 of these regulations.*

N/A for this IEP

Date notification was given to the child and parent:

Initial Date of Transition Plan Development: Student's Disability:

Dates Plan was Reviewed (must be reviewed at least annually):

Post-Secondary Transition Goals and Services

These goals and services are to be in place beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and are to be reviewed at least annually and revised as needed.

List age appropriate transition assessments used annually in determining postsecondary goals and include year administered. For each year, multiple assessments may be listed.

ASSESSMENT	Year(s) Provided

Name:

1) **REQUIRED** - Postsecondary Career/Employment Goal(s) (After high school, what kind of work will you do?):

After high school (student's name/I) will:

Transition Activities/Services that will help student move toward Career/Employment Goal Indicated Above:	Responsible Party's Title	Semester/Year to be Implemented (e.g., Fall/15)

2) **REQUIRED** - Postsecondary Education/Training Goal(s) (After high school, what additional education and training will you receive? This education/training will be correlated to career/employment goals or independent living skill goals):

After high school (student's name/I) will:

Transition Activities/Services that will help student move toward Education/Training Goal Indicated Above:	Responsible Party's Title	Semester/Year to be Implemented (e.g., Fall/15)

3) Postsecondary Independent Living Skills (ILS)/Community Participation Goal(s): Before establishing a goal, make sure a variety of ILS are considered. Remember, the activities you include under the goal should be specific to supporting the student's moving toward living independently.

After high school (student's name/I) will:

Transition Activities/Services that will help student move toward Independent Living Skills/Community Participation Goal Indicated Above:	Responsible Party's Title	Semester/Year to be Implemented (e.g., Fall/15)

If there are no areas of deficit, include a statement indicating the student will maintain his or her current skills (as indicated in assessment results) to live independently.

Consider the need for outside agency participation, as well as the need to invite the agency to the IEP meeting. If agencies are providing services to students to promote movement toward goals, include those appropriate activities in the IEP.



Graphic Organizer for Transition Plans

Organizer for Student Assessment Results

Student:

Age, grade, hobbies, interests, disability, work or volunteer experience, etc.

(student info)

Assessments*

(Assessments can address more than one area)

Employment/Career assessment name:

Education/Training assessment name:

Independent Living/Community Participation assessment name:

Assessment Highlights/Results*

Strengths, needs, preferences

Strengths/preferences:

Needs:

Strengths/preferences:

Needs:

Strengths/preferences:

Needs:

Goal

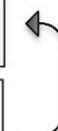
Activity:

Goal:

Activity:

Goal:

Activity:



Parent Assessment

Parent Transition Survey

Español

Parent Transition Survey

Revised 2014



Fournier, L.L. (Revised 2014). *Parent Transition Survey*. From *Parent Transition Survey* by M.E. Morningstar, I. Crawford, J. Scarff & M. Blue-Banning (1994). Adapted with permission.

For more information about this survey, contact Mary E. Morningstar, mmorningstar@ku.edu



Tool for IEP Meetings



Home

Meet Your
Consultant

Tools And
Resources

Parent/Family
Resources

Digital
Resource Maps

NTACT: the Collaborative is funded through a cooperative agreement with the Office of Special Education Programs and the Rehabilitation Services Administration (H326E20003) to improve the implementation of effective practices including pre-employment transition services, dropout prevention interventions, engagement in career and technical education, interagency collaboration, and other education and VR transition services for all students and youth with disabilities. Visit their site WWW.TRANSITIONTA.ORG for resources and guidance on transition planning, graduation, post-school success, data analysis and use, and effective practices and predictors of post-school success.

Click on a topic below for more information!

▼ FAMILY ENGAGEMENT

[Questions for Families to Ask in Transition IEP Meetings](#)

Questions to Consider Asking



Questions for Families To Ask in Transition IEP Meetings

At Arkansas Transition Services, our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes.

Question 1: What are my child's unique strengths and needs?

- Do these professionals truly know my child's (interests, preferences, skills, abilities, as well as weaknesses)?
- Can we discuss the amazing characteristics of my child and how we can build on these strengths? Could we invite my child to share their strengths with the team?
- Does my child know how to explain their disability and advocate for supports?

Question 2: What is the purpose of this IEP for my child (annual and post-school)?

- Have we all agreed on a) the ways my child's disability interferes with their progress and b)

Summary of Performance

The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student's eligibility for reasonable accommodations and supports in *postsecondary* settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment process. The information about students' current level of functioning is intended to help postsecondary institutions consider accommodations for access. *These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

The SOP **must** be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student.

SOP

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

- A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?
- B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?
- C. Which of these accommodations and supports has worked best for you?
- D. Which of these accommodations and supports have not worked?
- E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

- Background Information
- Student's Post-Secondary Goals
- Summary of Performance
- Recommendations to assist student in reaching PS goals
- **Student Input**

Other Resources



The [Pacer Center](#) works with National Center on Secondary Education and Transition (NCSET) to represent family perspectives and disseminate information to a national network of federally funded parent centers and the families they serve. [Click here to join their newsletter.](#)





Predictors of Post-School Outcomes

Adapted with permission from: 

The transition from high school to adult life after high school can be overwhelming for students with disabilities and their families. Planning and collaboration throughout the student's life can make this transition smoother and result in more positive post-school outcomes. At this time twenty predictors of positive post-school outcomes have been identified by researchers. If students and their families, teachers, members of individualized educational program (IEP) teams, and agencies in our communities are aware of these, we can work together to include them in the planning and work we do with students to better support their goals.

For a student with an IEP, federal law requires transition planning to begin by age 16 and defines transition as "a coordinated set of activities" that are designed to promote movement toward the post-secondary goals established in their plans. By the age of 16, each IEP meeting should include discussion around post-school goals in employment, education and training, and may include independent living skills and community participation goals also. As you make choices related to your student's future and transition to life after high school, consider including these predictors to support your student in reaching their goals.

Predictor #1: Career Awareness

Career Awareness is learning about opportunities, education and skills needed to choose a career that matches one's strengths and interests.

Ideas for Families

- Discuss skills and qualifications needed for careers in which your student is interested.
- Discuss connections between academic skills your student is learning with careers that require those skills.
- Ask a family member or friend to share information about their job and the skills needed.

Predictor #2: Community Experiences

Community experiences are activities that occur outside of the school, supported with in-class teaching, where students apply academic, social and/or general work behaviors and skills.

Ideas for Families

- Consider instruction your student may need to catch a bus, taxi or rideshare and how he/she will travel throughout the community independently.
- Provide opportunities for your child to interact in the community such as, shopping for items on a list, perform a banking activity, making a purchase at a store, etc.

Predictors of Post-School Outcomes - Español

At this time 23 predictors of positive post-school outcomes have been identified by researchers. If students and their families, teachers, members of individualized educational program (IEP) teams, and agencies in our communities are aware of these, we can work together to include them in the planning and work we do with students to better support their goals.

Self-Determination



imdetermined.org

Find tools to support the one you love in the best way for both of you.

■ Self-determination means:

- knowing yourself;
- knowing what you want your future to look like and how to plan for it; and
- knowing the supports you will need to have control in your life.





SELF-DETERMINATION.ORG

Assessments

[One-time SDI for Students](#)

[One-time SDI for Parents/Teachers](#)

[One-time SDI for Adults](#)

[SDIS Data Dashboard-Take a Survey](#)

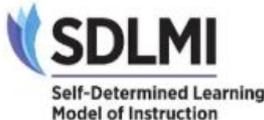
Self-Determination in Arkansas

Help Your Students Build Self-Determination Skills!

Prepare them for life after high school with the GSC App-SDLMI Project.

About the Project:

- We are examining in-school and post-school outcomes for students with disabilities across 3 groups.
- We are recruiting for **Cohort 3** of the project, which will begin in Fall 2026.



Who Can Join:

- Teachers providing direct transition planning instruction in Arkansas
- Students at Arkansas high schools with teachers dedicated to transition planning
- 10-12th grade students with IEPs

For more info, email gscapp@ku.edu!



Kansas University
Center on Disabilities



Healthcare Transition



gottransition.org

This website aims to improve transition from pediatric to adult healthcare through the use of new and innovative strategies for health professionals and youth and families.



The Wallet Card Project

The Wallet Card: A critical communication tool designed for individuals with intellectual/developmental disabilities and autism spectrum disorder. The Wallet Card contains essential information that helps law enforcement officers quickly identify and understand the cardholder's needs. [Click Here](#) to Order a Wallet Card.

The Caregiver Wallet Card: A specialized communication tool created for caregivers of individuals with intellectual/developmental disabilities and autism spectrum disorder. This card helps caregivers convey the specific needs of the person they support during interactions with law enforcement. [Click Here](#) to Order a Caregiver Wallet Card.

Wallet Card Video Resources

Resources

Video Library: As part of The Wallet Card® Project, we've created a series of educational videos that demonstrate how to use the wallet card in various real-life scenarios. These videos are designed to be practical guides for individuals with disabilities, their caregivers, and law enforcement officers alike.

- **Video 1: Tips for Safe Interactions with the Police.** This video offers essential tips for individuals with intellectual/developmental disabilities or autism spectrum disorder on how to safely and effectively communicate with law enforcement officers. It covers key strategies to ensure a smooth and safe interaction.
- **Video 2: Scenario #1 – The Bus Stop.** In this scenario-based video, we explore how to safely use the wallet card during an interaction with police at a bus stop. The video demonstrates clear communication techniques and the importance of using the wallet card to convey necessary information.
- **Video 3: Scenario #2 – Driving.** Driving can present unique challenges during police stops. This video demonstrates how to use the wallet card if you are pulled over by law enforcement while driving. It provides step-by-step guidance on how to ensure a safe and clear interaction.
- **Video 4: Scenario #3 –The Convenience Store.** This video presents a scenario in a convenience store, showing how the wallet card can be utilized as a communication tool during a police interaction. Viewers will learn how to navigate such situations effectively, using the wallet card to ensure safety and understanding.

Arkansas Blue & Green Envelope Program



DRIVER WITH A MENTAL ILLNESS
"GREEN ENVELOPE"

DRIVER IS VERBAL VERBALLY CHALLENGED

CONTENTS:

- COPY OF DRIVER'S LICENSE
- VEHICLE REGISTRATION
- CURRENT INSURANCE CARD

My name is _____

In an emergency, please call:

NAME _____

PHONE _____

RELATIONSHIP _____

MENTAL HEALTH _____

DRIVER WITH AUTISM SPECTRUM DISORDER
"BLUE ENVELOPE"

DRIVER IS VERBAL VERBALLY CHALLENGED

CONTENTS:

- COPY OF DRIVER'S LICENSE
- VEHICLE REGISTRATION
- CURRENT INSURANCE CARD

My name is _____

In an emergency, please call:

NAME _____

PHONE _____

RELATIONSHIP _____

NOTES FOR LAW ENFORCEMENT PROFESSIONALS

- Driver may exhibit signs of anxiety due to bright lights & noises (like your radio).
- Driver may display repetitive body movements & may have unusual eye contact.
- Speak clearly and use the most direct explanations possible, limit unnecessary details.
- Allow driver time to respond, driver may need more time to formulate a response.
- Clearly tell the driver when the stop is over & when they may leave.
- If the driver becomes upset, consider contacting the emergency contact listed.

ARKANSAS DEPARTMENT OF FINANCE AND ADMINISTRATION
Driver Services and Motor Vehicles

Agency Resource Guide

SECONDARY TRANSITION PREPARATION ACTIVITIES

IT'S NEVER TOO EARLY TO START PLANNING FOR A CHILD'S FUTURE.

These activities are suggested by various agencies for parents and their students with disabilities as they prepare for life after high school. These can be done at different times and some can be repeated throughout the school career. The numbers with the activities correlate to agencies that might be able to assist with the activity and are listed on the back panel.



INFORMATION RESOURCE LIST

(1) ACCeSS acc@accnet.org (501) 217.8600	(15) Arkansas Spinal Cord Commission spinal@accnet.org (501) 298.1788 (800) 459.1517	(29) Governor's Developmental Disabilities Council gddccouncil.org (501) 881.2580 (855) 627.7580
(2) Arkansas Adult Learning Resource Center (AALRC) aallrc.org (501) 807.2490 (877) 963.4433	(18) Arkansas Transition Service (ATS) arkansas@atsofkn.com (501) 375.8487	(30) Increasing Capabilities Access Network (KAN) at-kan.org (501) 886.8888 (800) 828.2799
(3) Arkansas Affiliate of the Association on Higher Education & Disabilities (ARAKEAD) arakead.org (501) 701.6353	(17) Arkansas Waiver Association arkansaswaiver.org (479) 927.4100	(31) Independent Case Management icm@icm.org (501) 228.2083 (800) 409.5720
(4) Arkansas Career Development Center (ACDC) www.arkansas.gov/career-development-center ark@career-development-center.org (501) 701.6353	(18) Center for Arkansas Legal Services cals@calc.org (501) 378.3423	(32) Integrity, Inc. iinc@integrity.org (501) 614.7200
(5) Arkansas Child Find Project archildfind.org (800) 482.8437	(19) The Center for Exceptional Families thecenterforexceptionalfamilies.org (870) 336.3012 (856) 360.9654	(33) Job Corps jcorps@ark.jobcorps.gov (501) 618.5207 (800) 753.5627
(6) Arkansas Division of Career & Technical Education (CTE) cte.arkansas.gov (501) 682.1500	(20) Centers for Medicare & Medicaid Services (CMS) cms.gov (800) 833.4227	(34) Learning Disabilities Association of Arkansas lda-arkansas.org (501) 686.8777
(7) Arkansas Department of Health (ADH) health.arkansas.gov (501) 681.2000 (800) 482.0569	(21) Disability Determination for Social Security Administration (DDSSA) arkansas.gov/ddssa (501) 682.3030 (888) 593.0933	(35) National Alliance on Mental Illness (NAMI) Arkansas namiar-kansas.org (501) 681.1548 (800) 844.0381
(8) Arkansas Department of Higher Education (ADHE) adhe.edu (501) 371.2000	(22) Disability Rights Arkansas dara@disabilityrights.org (501) 298.1775 (800) 482.1174	(36) Partners for Inclusive Communities partnersforinclusion.org (501) 301.1100 (800) 342.2923
(9) Arkansas Department of Human Services (DHS) humanitieservices.arkansas.gov (501) 682.1001	(23) Division of Developmental Disabilities Services humanitieservices.arkansas.gov/division-of-arcad-services/division-of-developmental-disabilities-services (501) 683.0870	(37) iWelder, Inc. www.iwelder.com (501) 952.0528
(10) Arkansas Department of Workforce Services (DWS) dws.arkansas.gov (501) 682.2121 (844) 908.2178	(24) Division of Elementary and Secondary Education-Special Education (DESE) dese.arkansas.gov/division-of-special-education (501) 682.4221	(38) iProject AWIN www.arkansas.gov/awin (479) 442.5600 (866) 968.7942
(11) Arkansas Disability Coalition (ADC) adc@adc coalition.org (501) 614.7020 (800) 223.1330	(25) Division of Services for the Blind dsvs.arkansas.gov/services-for-the-blind (501) 682.5463 (800) 980.9270	(39) iProject SEARCH Arkansas projectsearcharkansas.org (501) 529.3139
(12) Arkansas Enterprises for the Developmentally Disabled aed@aed.org (501) 688.0248	(26) Easterseals Arkansas eastersealsark.com (501) 387.1200	(40) United Cerebral Palsy (UCP) ucp@ucp.org (501) 224.8087 (800) 872.8827
(13) Arkansas Independent Living Council ilc@ilc.org (501) 372.0807 (800) 772.0807	(27) Friendship Community Care fccc.org (479) 957.2322 (800) 481.1763	(41) University of Arkansas Autism Support Program autism.ark.edu (479) 595.8071
(14) Arkansas Rehabilitation Services (ARS) ars@arkansas.gov/ars (501) 298.1600 (800) 330.0832	(28) Goodwill Industries of Arkansas goodwillark.com (501) 372.5100 (877) 372.5151	

For a list of some of the local agencies available in your area, please visit: myurl.com/localagenciesinAR
If you'd like to request changes to agency contact information, please email: jennifer.pibel@ae.arkansas.gov

DDS Community and Employment Supports (CES) Waiver

What is the purpose of the DDS CES Waiver?

The Community and Employment Support (CES) Waiver supports individuals of all ages who have a developmental disability, meet ICF level of care, and require waiver services to live in the community and prevent institutionalization.

The goals of the CES Waiver are to support individuals in all major life activities, promote community inclusion through integrated employment options and community experiences, and provide comprehensive care coordination and service delivery under the HCBS 1915 (c) Waiver authority.

***Criteria**

- Intermediate Care Facility/Intellectual Disability Level of Care
- Medicaid Income Eligibility (at time of waiver slot offer – not required to apply)
- Have a Developmental Disability with age of onset prior to age 22, such as:
 - o Intellectual Disability
 - o Cerebral Palsy
 - o Epilepsy
 - o Autism
 - o Down Syndrome
 - o Spina Bifida
 - o Related condition that results in individual's functioning as if they have an Intellectual Disability.

How do I apply to CES Waiver?

To apply for CES Waiver, you can contact DDS via phone or enter a request through the public portal.

DDS Intake & Referral Contacts:

Sabrina Orrell, Program Manager, Intake & Referral

Phone: 501-363-6330 or Sabrina.Orrell@dhs.Arkansas.gov

Issac Perry, Program Manager, Intake & Referral

Phone: 870-210-7263 or Issac.Perry@dhs.Arkansas.gov

Kimberly Smith, DDS Intake Program Administrator

Phone: 870-777-8657 or Kimberly.Smith@dhs.Arkansas.gov

DDS Intake Public Portal: <https://ardhs.force.com/DDSReferral/s/referral-intake>

DDS Intake & Referral Line

Phone: 501-683-5687

An Intake Specialist will be assigned to assist you throughout the application process.



Guardianship



arlawhelp.org



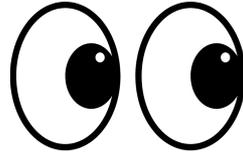
Seamless Transition in ARkansas (STAR)



Seamless Transition in ARkansas is a comprehensive, collaborative initiative that aims to address the underemployment of youth with disabilities and enhance their opportunities for competitive integrated employment. By leveraging existing strengths and partnerships with various state agencies, educational institutions, and community organizations, the STAR project focuses on critical areas such as college preparation, skill development, and innovative collaboration models. Key stakeholders include the Arkansas Department of Education, Arkansas Rehabilitation Services, Centers for Independent Living, and the University of Arkansas, allowing for a multi-faceted approach to supporting youth with disabilities in achieving post-school success.



So much more to see!



▶ POST-SECONDARY EDUCATION AND EMPLOYMENT

▶ COLLECTING POST-SCHOOL OUTCOMES DATA

▶ OTHER IMPORTANT INFORMATION

▶ FINANCIAL LITERACY/PLANNING

▶ AGENCY CONNECTIONS

▶ VIRTUAL TOURS & FIELD TRIPS

For Students too!



▶ **TRANSITION PLAN**

▶ **POST-SCHOOL OUTCOMES DATA**

▶ **LEARNING STYLE ASSESSMENTS**

▶ **ASSISTIVE TECHNOLOGY ASSESSMENTS AND TOOLS**

▶ **CAREER EXPLORATION/EMPLOYMENT RESOURCES**

▶ **EDUCATION OPTIONS AFTER HIGH SCHOOL**

And more!

▶ [LIVING ON YOUR OWN](#)

▶ [HEALTHCARE TRANSITION](#)

▶ [ARKANSAS DRIVER'S LICENSE STUDY TOOLS](#)

▶ [AGENCY CONNECTIONS](#)

▶ [TOOLS FOR YOUTH TRANSITIONING FROM JUVENILE JUSTICE FACILITIES](#)

▶ [VIRTUAL TOURS & FIELD TRIPS](#)

Camps for Youth

Film Camp

- For Juniors and Seniors with a disability
- April 27 - May 1, 2026 at UAPTC in NLR
- \$75 registration fee (includes lunch, snacks, materials)
- Families responsible for lodging (if needed) and transportation

Watch website for registration!

College Bound Arkansas

- For rising 10th, 11th, 12th graders
- June 3-5, 2026 at UCA in Conway
- Free to attend but families responsible for transportation
- Family/Professional track (some fees may apply if need lodging)

Watch website for registration!

Career and Technical Education (CTE) Summer Exploration Camp - available in limited areas currently (registration not on website)

- For students who will be in the 9th grade in the Fall
- Introduction to hands on activities for CTE Career Pathways and coursework
- Free to attend, lunch and snacks provided
- Families responsible for transportation

Transition Fairs & Transition Teams

Transition Fairs - a way to bring community and agencies to one place for students, families, and educators to learn about services and programs

Transition Teams - a way for stakeholders to come together and plan for the most positive post school outcomes. Members can include educators, administrators, families, employers, related services personnel, higher education, community members.

Ask your school about both of these possibilities!

Arkansas Transition Services



Like us on
Facebook



Any Questions?

What did we miss?

<https://forms.gle/Lt2ZbCZED8B4o8by6>



Contact Information

Bonnie Boaz: bonnie.boaz@ade.arkansas.gov

ARKANSAS TRANSITION SERVICES:

