Bulls Eye!

Transition Practices
Taking Aim

Learning Targets

– I can describe how a transition planning tool is used for district improvement

– I can describe how participation in a self-study can assist transition improvement at the school level

– I can name at least one area of transition that my district could improve upon.
Target Practice

What are your district’s top 3 transition practices?
Georgia’s Progress
2012 Data

• **Indicator 1** – Graduation Rate
  – Target: 35.7 SWD’s graduate with a regular diploma
  – Actual: 35.2 DID NOT MEET

• **Indicator 2** – Dropout Rate
  – Wasn’t measured due to revised calculation
Georgia’s Progress
Indicator 13 Data

Target: 100% Compliant Transition Plans

• 2010-2011 31.5%
• 2011-2012 60.2%
• 2012-2013 94.5%
Georgia’s Progress

Indicator 14 Data for 2012

Target:

- 28% College
- 53.5% Higher Education or Employment
- 80% Some type of PS Ed/Training or some type of employment

Actual:

- 24.8 (Showed Progress)
- 50.9 (Slippage)
- 77.4 (Progress)
State Personnel Development Grant

• Needs-based initiatives:
  – Graduate First
  – Improving post-secondary outcomes
  – Support for preschool ASD
SPDG Initiative 2
College and Career Ready

• Professional Development/Implementation Support
  – I-13
  – I-14
  – BRIDGE Law – IGP’s
  – Implementation of Evidence-Based strategies
Identified Outside Support

• University of Kansas Transition Coalition
  – Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument
  – Self-Studies
  – Transition Seminar Series
  – On-line TA community

• National Secondary Transition Technical Assistance Center (NSTTAC)
  – CCaR Transition Action Plan
  – Evidence-Based Practices and Predictors
How Will This Happen?

• Professional development and implementation support for compliant and effective IEPs (GaDOE)
• Professional development and implementation of evidence-based transition practices/strategies to support the provision of the required content of transition plans (KU)
• Use of IGPs (Bridge Law) in transition planning (GaDOE)
How Will This Happen?

• Increase parent involvement
• Individualized TA to meet graduation requirements
• Implementation and monitoring of:
  – Evidence-based Practices (NSTTAC)
  – Evidence-based Predictors (NSTTAC)
    • Test, Fowler, Kohler, and Korering, 2010
The CCaRS Project  
(College and Career Readiness Specialists)

– Purpose: to work closely with identified districts to provide training and facilitation
GA DOE SPDG Leadership

– Compliance Training - Hitting the Mark
– Coaching strategies
– Strategies for engaging team members through dialogue
– ASPIRE
– CCaR Project Manual
– Georgia specific tools
  • Pathways tools
  • IGP planners
GaDOE SPDG Leadership

– Transition Steering Committee
  • Georgia Council on Developmental Disabilities (GCDD)
  • Parent 2 Parent (P2P)
  • Parent groups
  • School districts
  • Colleges and Universities
  • Georgia Vocational Rehabilitation Agency (GaVRA)
  • Social Services
Working with Local Districts

• Districts in need
  – Identification
  – Indicator 13 Training (“Hitting the Mark”)

• “Promising” Districts
  – Identification
  – Developing the improvement plan
Capacity Building Institute

Enlisting team members
Met at Calloway Gardens for 2 days
Supported by...
  NSTTAC
  GADOE staff
Capacity Building Institute

- Preplanning Webinar
- Relevant sessions for all team members
- Beneficial time to meet as a team
- Introduced to Transition Coalition Self Study: Moving from Compliance to Quality Transition Planning
- Introduced to National Secondary Transition Technical Assistance Center (NSTTAC) Planning Tool
NSTTAC Planning Tool Goals:

Goal 1: By 2014-2015 school year, 100% of transition plans will be developed using the Individual Graduation Plan.

Goal 2: By March 31, 2014, policies and procedures governing transition planning and implementation will be revised.
Working with the Districts
CCaRS Teams

- Monthly meetings
- Planning tool
- Accountability
- Support from KU staff (Transition Coalition)
Transition Coalition Self-Study Process

Purpose:

Professional development process to improve special education compliance data and enhance the abilities of practitioners to improve outcomes for students with disabilities.

- Specific to one school
- Materials provided
- Ongoing support provided
Transition Coalition Self-Study Process

Team:

Facilitator
- Typically transition coordinator/leader
- Has some transition knowledge/experience
- Supported by school administration

Team Members
- Recruited, not required
- Different roles (new teachers, veteran teachers, administrators, counselors)
- Notified about expectations/length of time of the study
## At-a-Glance Timeline

**Team Name:** Vidalia City Schools  
**Date:** 12/18/13

1. In the **Activity** column below, we have recommended weeks you should schedule your team meetings. This will help ensure timely completion of the Self-Study during Spring, 2014.

2. Please identify specific dates/times/locations in the **Due Date**, **Meeting Time & Location** column below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated Time for Completion</th>
<th>Due Date</th>
<th>Meeting Time &amp; Location</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Week 1 - Week of Jan. 27  
TEAM: Discuss Self-Study components and timeline. | 1 hour | Jan 28 | 9-10 a.m. VHS Rm 49 | • Finalize “At-a-Glance Timeline”  
• Create account on: www.transitionscoalition.org |
| Week 2 - Week of Feb. 10  
TEAM: ON YOUR OWN: Transition Coalition (TC) online learning module | 5 hours | Feb 10 | Due by Week 3 meeting | • Complete Best Practices in Transition Planning online training module  
• Complete “My 3 Questions” form |
| Week 3 - Week of Feb. 10  
TEAM: Practice completing the Transition Documentation Checklist for a sample IEP. | 2 ½ hours | Feb 13 | 8-9 a.m. VHS Rm 49 | • Discuss module and “My 3 Questions”  
• Complete “Team Reflection”  
• Watch IEP Review online presentation  
• Complete the Transition Documentation Checklist for Vu’s Noncompliant IEP  
• Review Vu’s Compliant IEP |
| Week 4 - Week of Feb. 24  
TEAM: Practice completing the Transition Documentation Checklist for a sample IEP. | 3 hours | Feb 24 | Due by Week 5 meeting | • Complete the Transition Documentation Checklist for IEP #1  
• Complete the “Indicator 13 Reflection form” |
| Week 5 - Week of Feb. 24  
TEAM: Identify and prioritize needs for improvement. | 2 ½ hours | Feb 26 | 8:30-10 a.m. VHS Rm 49 | • Complete “IEP Review Activity” and “Indicator 13 Review for IEPs #2 & #3”  
• Identify and prioritize needs |
| Week 6 - Week of March 3  
TEAM: Set a 6-Week Goal and develop Action Plan. | 2 ½ hours | March 4 | 8:30-10 a.m. VHS Rm 49 | • Set a 6-week Goal  
• Scale Your Goal  
• Develop “Team Action Plan” |
| Week 7-11 - Schedule mgs as needed  
TEAM: ON YOUR OWN: Implement & monitor Action Plan. | 10 hours | March 21 | 8-10 a.m. VHS Rm 49 | • Implement action steps  
• Monitor and document completion of action steps  
• TC Check-In at weeks 8 & 10 |
| Week 12 - Week of April 21  
TEAM: Evaluate results and determine next steps. | 2 ½ hours | April 22 | 8:30-10 a.m. VHS Rm 49 | • Report out on Action Plan  
• Celebrate success!  
• Score your “Goal Attainment Scale”  
• Identify follow-up actions  
• Complete “Team Self-Evaluation”  
• Complete online TC Self-Study IDEA Unit Posttest & Satisfaction Survey |

*You will submit completed copies of these items to the Transition Coalition.*
Transition Coalition Self-Study Process

Accountability:

– Evidence of moving through the process (emails, discussion boards, materials sent, etc.)
– Module Completion-PD Hub
– Sign in Sheets
– Submitted Materials
Transition Coalition Self-Study Process

Prioritizing Areas of Need:

– Best Practices Module
– Reflections
– IEP Reviews
– Transition Coalition provides a Quality Indicators Needs Assessment
Transition Coalition Self-Study Process

Developing an Action Plan:

SMART Goal

Specific
Measurable
Achievable
Resources
Time-bound
Vidalia High School Goal:

By 4/18/14, the self-study team will have met with 6 students at least once to discuss their transition plan and gather new information to be used for updating the plan.
So, What is Next?
Moving Beyond Compliance to Quality

• Improving Postschool Outcomes (I-14)
  - Targeting students
    • 10th graders
    • By district size (A/B/C/D/E)
  - Tracking EBP/P
    • Checklist for individual students (2013-14)
    • Monitoring success of predictors/practices (2014-15)
    • Evaluation of practices
    • Postschool Survey
Not involved in the GaDOE Transition CCaRS Project?

Sign up to receive information on how to join!
How can your district work to improve transition on your own?
Two Different Ways of Looking at Transition Planning

**LETTER of the Law**
- Focus on IDEA Regulation for Transition
- Identify Minimal Requirement
- Compliance with IDEA only
- Narrow Impact on Adult Outcomes for Students with Disabilities

**SPIRIT of the Law**
- Understand Spirit and Intent of IDEA
- Identify Possibilities for a Quality Adult Life
- Expand the Focus of Transition Planning and Services
- Large Impact on Adult Outcomes for Students with Disabilities
The Spirit of the Law, or... Intent

• Look beyond compliance

• Look past the actual words of the requirement and consider the intent behind the requirement.
Example of “Intent”

• Is there evidence the student was invited to the meeting?

• The intent is to ensure the student actually knows about their meeting and is invited.
How can your district move toward the “Spirit of the Law”.... or Best Practices in Transition?
Start with what you know is the best available evidence
NSTTAC’s Definitions of Evidence-Based Practices

**Evidence-Based Practices**
- Are based on rigorous research designs
- Have demonstrated a record of success for improving student outcomes
- Have undergone systematic review process using quality indicators to evaluate level of evidence

**Research-Based Practices**
- Are based on rigorous research designs
- Have demonstrated a record of success for improving student outcomes

**Promising Practices**
- Are based on research
- Have demonstrated limited success
- Have used a ‘weak’ research design

**Unestablished Practices**
- Are not based on research
- Have no data to support effectiveness
- Based on anecdotal evidence and/or professional judgment
The TAXONOMY for TRANSITION PROGRAMMING

Student-Focused Planning
- IEP Development
- Student Participation
- Planning Strategies

Family Involvement
- Family Training
- Family Involvement
- Family Empowerment

Student Development
- Life Skills Instruction
- Career & vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

Program Structure
- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery
<table>
<thead>
<tr>
<th>Predictors/Outcomes</th>
<th>Education</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Awareness</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Community Experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Exam Requirements/High School Diploma Status</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Inclusion in General Education</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Interagency Collaboration</td>
<td>P</td>
<td>P</td>
<td></td>
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<tr>
<td>Occupational Courses</td>
<td></td>
<td></td>
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<tr>
<td>Paid Employment/Work Experience</td>
<td>M</td>
<td>M</td>
<td>P</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>P</td>
<td>P</td>
<td></td>
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<tr>
<td>Program of Study</td>
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</tbody>
</table>
# In-School Predictors by Post-School Outcome Area

<table>
<thead>
<tr>
<th>Predictors/Outcomes</th>
<th>Education</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Advocacy/Self-Determination</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Self-Care/Independent Living</td>
<td>P</td>
<td>P</td>
<td>M</td>
</tr>
<tr>
<td>Social Skills</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Transition Program</td>
<td>M</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Vocational Education</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Work Study</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

M = Moderate; P = Potential
Predictors of Post School Success

• LRE
• Transition Planning/Goals Met
• CTAE
• Career Awareness
• Inclusion
• Rigorous Course Offerings
Evidence-Based Practices

- Student Led IEP’s
- Student support
- Self-Management Skills
- Teaching families about transition
Using Transition Indicators to Improve What We Do

Post-School Outcomes
~Indicator 14~
- Postsecondary education and/or training
- Employment
- Independent living

Not so good?

Why? Why Not?

Good?

Dropping Out
~Indicator 2~
- Why?
- Appropriate programs?
- Address student and family needs?

Graduation
~Indicator 1~
- Expectations and standards?
- Various pathways available?
- Linkage to post-school environments?

What's the Quality of Our IEPs?
~Indicator 13~
- Measurable post-school and annual goals
- Transition-related assessments
- Course of study, services, and activities
- Coordination of services
Is your district implementing predictors of post-school success?

• To what extent are you implementing predictors of post-school success for students in your district, schools and classrooms?

• How can you determine the level of implementation?
Three types of issues when looking at program improvement

• Systemic
• Administrative
• Professional Development
Systemic issues

• Program development
• Staffing
• Resources
• District “policies” or “procedures”.
Systemic

• Buy in from Administration
• Buy in from School Board
• Buy in from Staff
Administrative

• Setting up new procedures
• Assigning a staff member to be responsible
• Check and re-check that the process is being followed.
• Invitations and prior permission could fall under this category.
Professional Development

• Ensuring staff have been appropriately trained.
• What type of pre-service training did the staff member have?
• Does the district know the local community resources?
NSTTAC – what do we need to know?

- **What Transition Specialists Need to Know**

- **What Secondary Special Education Teachers Need to Know**

- **What State Agency Secondary Special Education Administrators Need to Know**
Questions to Ponder

• What does your district’s indicator 1, 2, 13, and 14 data look like and how does it compare to that of other districts?
Questions to Ponder

• How is your district using this data for decision-making, accountability, and transition program improvement?
Questions to Ponder

• What district policies/procedures are in place related to graduation, dropout, and post-school outcomes for youth with disabilities?
Questions to Ponder

• Who in your district organizes the data for the state?
Questions to Ponder

• What actions could the school/district take to improve graduation, the dropout rate and and post-school outcomes?
Transition Programming
Self-Assessments

• Predictor/Quality Indicators
• Degree of Implementation
• Means of prioritizing needs
Quality Indicators of Exemplary Transition Programs

Needs Assessment Instrument

Developed by: Mary Morningstar
University of Kansas
Summary sheet from survey

Adding up scores and setting priorities.

- What can realistically be done?
- Is the issue systemic?
- Is the issue administrative?
- Is the issue one of professional development?
Next Steps

- I’m a (teacher, case manager, transition counselor) how can I possibly make these types of changes?

- Baby steps – pick one thing that you have control over.
What Resources Can Help Us?

- National Secondary Transition Technical Assistance Center (NSTTAC)
- Transition Coalition
- National Post-School Outcomes Center (NPSO)
- National Center on Secondary Education and Transition (NCSET)
- Division on Career Development and Transition (DCDT)
Learning Targets

– I can describe how a transition planning tool is used for district improvement
– I can describe how participation in a self-study can assist transition improvement at the school level
– I can name at least one area of transition that my district could improve upon.
Your Presenters

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