2020 Capacity Building Virtual Institute

Celebration of State Plans
Tuesday, August 18, 2020
Agenda

- Welcome
- State Plan Sharing
  - Interagency Collaboration - Systems Alignment – Part 1
  - Family Engagement
  - Quality & Compliance
  - Interagency Collaboration - Systems Alignment – Part 2
- NTACT intermission
- State Plan Sharing
  - Building Local Capacity – Supporting LEAs and/or Local Interagency Teams
  - Students with Complex Support Needs
  - Collaboration – CTE Focus
- Closing
Welcome

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  NTACT

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Interagency Collaboration - Systems Alignment – Part 1

Colorado, Michigan, Oregon, & Texas

Also included in Connecticut, Maine, & Rhode Island
The TTAN goal is to improve transition outcomes for our students with disabilities by creating an equitable, sustainable, simplified system aligned across agencies that reduces redundancy.
1. Conducted a statewide needs assessment with input from the 20 regional education service centers.

2. A collaborative process among the TEA and SCTN was used to develop the Statement of Work for 2020-2021.

3. The NTACT CBVI process supported the joint planning between multiple state agencies to identify overlapping areas and opportunities for shared roles, joint training, and shared resources.
Focus: Interagency Collaboration

• Increase Collaboration on the State Transition Team Among Agencies and Entities State Service Coordination Transition Team – Sequencing of Services Tool & Resource Mapping

• Create a partnership between CDE/ESSU/CTE/DVR in Colorado to create a pipeline to career readiness success for students with disabilities

• Establish an Online Masters of Arts in Special Education - Transition Specialist Track at the University of Colorado, Colorado Springs
Goal:
Align transition services across State agencies to avoid duplication of services, promote a common understanding of secondary transition, and improve student outcomes.

Tasks:
- Created Resource Mapping and Perception Survey
- Analyze responses for gaps/strengths
- Develop State Model for Transition using common tools and services
- Administrative buy-in from all agencies represented on MITT
Goal for coming year: Create an inventory of available data on youth employment outcomes between Minnesota departments of education, employment and economic development, and human services

Use data inventory to build common understanding of employment and transition outcomes data across state agencies

Analyze data to improve processes and make system improvements

Additionally, create increased awareness of the roles of each of our agencies (and our local partners) in helping youth meet employment goals.
Family Engagement

Connecticut, Ohio, Oklahoma, & Rhode Island

Also included in Vermont
Family Partnerships

Maintain Family/Student Resource Hub (CSDE Family/Student section of website) highlighting tools and resources (identify other family advocacy tools) needed to secure positive student outcomes. Increase Families ability to access secondary transition resources.

Tasks/Activities:
- Create short link to CSDE Secondary Transition Resources for Students & Families.
- Finalize Secondary Transition Roadmap.
- Create resource matrix to determine current resources, identify missing information/resources, and locate/develop additional information/resources.
- Identify which information/resources are accessible to CT Families and locate/develop additional information/resources.

Sustaining the Work:
- Current Collaborative Efforts:
  - CT Transition Task Force (TTF)
  - CT Community of Practice (CoP) CORE Team
  - CT Secondary Transition Symposium Planning Committee
  - Regional Transition Networks (RTNs)
  - CT State Advisory Council for Special Education (SAC)

Interagency Collaboration

We will build collaboration across all agencies/stakeholders involved with transition-aged youth to expand current and future life opportunities.

Tasks/Activities:
- Partner with necessary stakeholders, identified through needs assessment, to build capacity and strengthen collaborative efforts
- Gather baseline data to identify current student participation and outcomes.
- Identify areas in need of improvement.
- Develop/Revise information and resources and expand current opportunities.
- Collect post data to identify student participation and outcomes.

Sustaining the Work:
- Statewide Interagency Partnership Efforts:
  - Person-Centered Planning / Charting the LifeCourse
  - Customized Employment
  - WIOA Section 511
  - NTACT Special Education-CTE-VR Network
Oklahoma Team - CBVI 2020

Goal: To increase dissemination methods to families of transition education and service provision information.

1. We reviewed the DRS needs assessment and the parent survey information and concluded that we will promote Family Engagement throughout the state.

2. The Oklahoma team will promote activities that are already happening statewide.

3. Strengthen collaboration with Tribal Partners on Family Engagement.

4. Utilize fully accessible videos on topics to help with family engagement through the Oklahoma Parent Center.

5. VR will be adding a segment of family engagement to their new employee orientation for resources.

6. Utilize our data from surveys to host trainings for school personnel, Administrators and special education teachers in areas of need in the state.

7. Utilize our Stakeholders and Pre-ETS team to assist with a Family Engagement On the Road Conference ensuring resources and information to parents and students.
By May 2021, we will deploy and disseminate cross-agency professional development that focuses on the identified critical topics (e.g. implicit bias, cultural and linguistic diversity) as the foundation for improving family engagement for transition-aged youth.

Complete the cross-agency professional development workbook on:
- Universal Design for Family Engagement
- Valuing Family Participation/Shared Value
- Implicit bias/Evolution of Disability
- Cultural and Linguistic Diversity
- Authentic & Necessary Conversations

Develop a cross-agency professional development training plan for regional and local entities. The training team and audience will consist of individuals from across multiple agencies that service transition-aged youth.

Conduct professional development for cross-agency audiences at the regional level.
Collect and use formative and summative evaluative data to update the professional development workbook for cross-agency training at the local level.
Family Engagement:
Goal: Improve engagement of families, including those who are disconnected, through capacity building, systems collaboration, and cultural responsiveness.
- Explore current and existing models of parent-to-parent models to determine next steps for potential implementation in RI.

Program Structures:
Goal 1. We will begin to build internal capacity to better understand and respond to equity and cultural responsiveness in Secondary Transition
- Review “Beyond the Bake Sale...” and discuss potential implementation of a checklist at selected LEA’s Beyond the Bake Sale – Checklist: How Well is Your School Bridging Racial, Class and Cultural Differences | Center for Parent Information and Resources

Goal 2: Create a comprehensive picture of the capacity, gaps, and outcomes of our systems to better understand strengths and barriers as it relates to student outcomes.
- Develop a tracking system to begin to evaluate LEA gaps, barriers, data (number of referrals) and outcomes statewide as it relates to the utilization of PreEts.
Compliance and Quality

Georgia, Nebraska, Vermont, Virginia, West Virginia
Vermont CBVI Summary

Team Goals
- Increase number of compliant transition plans (Indicator 13) to improve student Post-Secondary success
- Increase/empower family and youth engagement in the transition planning process
- Increase the number of students on IEPs and 504s engaging in Intro to College and Careers, Early College, and Dual Enrollment opps.
- Increase the number of students on IEPs and 504s participating in Work-Based Learning opportunities (including Apprenticeships)

Planned Next Steps
- Several under each goal through Summer 2021
- Convene the VT CBVI Team monthly to guide next steps and report on progress

Considerations for Sustaining Our Work
- Constantly shifting guidance/constraints of the pandemic
WV Transition Goal:
Broaden the scope of WV GRADUATION 20/20’s focus on Post School Outcomes for students with disabilities to embed/include efforts/work accomplished by the Transition Technical Assistance Center (TTAC)

Action Steps:
- Conduct quarterly meetings of WV GRADUATION 20/20 Points of Contact, School Teams, and LEA Special Education Directors focusing on procedures, policies, and professional learning focused on post school outcomes for SWD.
- Develop digital learning opportunities for educators to provide information and resources for post school outcomes and transition support for students with disabilities.

Considerations for Sustaining the Work:
- Provide PD and TA to educators
- Build capacity at the district and school level
- Build networks of work exploration sit
Georgia

- Top Goals: Improve Graduation Rates and Postschool Outcome Data
  - Increase the use of assistive technology for access to curriculum to improve graduation rates and career outcomes
  - Increase implementation of self-determination initiatives and strategies
- Planned Activities
  - Partnership with University of Kansas: IES Grant to research the use of ASPIRE (student-led IEP) and the Self-Determined Learning Model of Instruction (SDLMI)
    - ASPIRE+ Grant
    - Embedding SDLMI in Check and Connect through partnership with University of Kansas and University of Minnesota (Proposed grant with IES)
  - Partnership with Georgia Institute of Technology, Tools for Life
    - AT software, consultative support, lending library and EdTrade available to all schools at no cost
- Applied and selected as an AEM Cohort State by CAST AEM Center (2020-2024)
- Sustaining the Work:
  - Although COVID resulted in some delays, we are moving forward with success using technology and continuing robust support with our partners
By May 2021, we will increase the use of age-appropriate transition assessments, collaboration, and the use of data to improve post secondary outcomes.

• Operationally define age-appropriate transition assessments.
• Increase the number of districts that use a range of age-appropriate transition assessments.
• Increase understanding of use of IEP and Assessment data to inform future planning.
• We will increase student involvement in the transition planning process.
• Increase opportunities for and an understanding of Virginia transition related resources.
Goal 2020-21

- We will increase the use of transition assessment data to inform the development of quality, meaningful, transition-focused IEP’s.

Sustainability

- Regional transition facilitators
- Regional capacity building teams

Tasks

- Develop and distribute state-wide, regionally, and locally a survey to assess type, frequency, selection method and implementation of transition assessments.
- Analyze survey data to determine needs.
- Review current transition assessment training, clarify and expand based on survey feedback.
- Develop targeted professional development on quality, meaningful, transition focused IEP’s, based on survey results.
- Revise “NDE Transition Planning Guidance Document” to include more specific guidance on transition-focused IEP’s.
Interagency Collaboration - Systems Alignment – Part 2

Idaho, Kansas, Maryland, & South Carolina
State Goal:
We will increase student referral and connection to evidenced based transition & post-secondary services by ensuring broad student/family awareness of resources & opportunities, and mapping pathways for students of differing needs that allows for effective "hand-off" from one service/agency to the next.

Goal Progress:
- Statewide Transition Needs Assessment
- Analysis of Pre-ETS Services
- CTE partnership

2019 Transition Institute
- Analysis of Local Plans
- Review of Institute Feedback

Strategies:
- Interagency planning, funding, & coordination of Transition Institute (virtual?)
- Increased number of formal agreements
- Involvement from Higher Education and CTE
- Targeted PD and resource sharing
- Increased business engagement
Kansas CBVI State Plan

**Goal:** Create a state-level multi-stakeholder interagency coordinating body for Secondary Transition

**Partners:** Kansas State Department of Education, Rehabilitation Services (Pre-ETS), Families Together (PTI)

**What we've accomplished to date:**
- Set meeting schedule
- Set up for independent facilitator
- Identified tool to assist with service mapping
- Held Transition Webinar to kick off the school year
- Created a transition listserv for the field
State Agencies’ Transition Collaborative of Maryland (SATC-MD)

Goal: Development of Guiding Principles to support our goals

Progress: Data Sharing Agreements; Local impact on IAA; Internal Flow of Services across age bands; Cross Training and Capacity Building between state partners; MD Transition Linkage Tool; Return and Recovery from COVID-19- considerations and roles of partners

Sustainability Efforts: Operationalize SATC-MD process; Impact of a new Center for Transition and Career Innovation; Partner engagement sharing the messaging and PD efforts; MD Transition Linkage Tool (further buy-in from state agencies and scaling up from LSSs)

Sustainability Challenges: COVID-19 (unpredictable); shines a light in access and equity issues, technology, transportation, staff shortages and creative uses of staff in a virtual or distance learning environment
Working together to increase successful student post-secondary transition outcomes through active interagency collaboration.
Building Local Capacity – Supporting LEAs and/or Local Interagency Teams

Alaska, California, Missouri, North Carolina, Utah, Wisconsin

Also included in Pennsylvania
The Alaska Team

Here’s our beautiful state

Goal:
Increase Teacher Knowledge of Secondary Transition Services
Recruit new members and Represent the villages
Data sharing amongst AITC members/stakeholders
Provide a plethora of resources
Create a platform for easy accessibility
Continuous updated contact info
Increase Sped Director participation

Here’s what we want to happen in it!
**North Carolina 2019-2021**

**NC State Goal Update**

**GOAL:**
Interagency collaboration to support regional collaborative teams

**ACTIVITIES: 2020-2021**

- The State Agency Collaborative Team (CTE, EC, & VR) will offer Regional Collaborative Team sessions during the CTE July Summer Conference and November EC Pre-Conference sessions (if virtual~5 teams or if FTF~12 teams)

- Each Team Will Complete:
  1. Coordination Practices Tool;
  2. one section of the Pre-ETS Mapping Tool; and,
  3. Next Steps Action Plan
By May, 2021, we will create local transition teams to review data and inform transition. Five pilot schools will be trained in methods for reviewing data and goals for improving transition: graduation rates, post-school career pathways, and benefit planning.

Tasks:
- Gather team and develop resources for training schools
- Solicit volunteer schools
- Select pilot schools
- Train schools in data analysis and methods to improve outcomes
- Provide technical assistance
- Meet with schools regularly

Responsible Party/s:
- Department of Elem. & Sec. Education
- Vocational Rehabilitation
- Pre-ETS
- Missouri Parents Act
- School Counselors
- Parents
Goal:
Increase the number of sustainable, local level, collaborative teams from baseline to 50% increase.

Tasks:
1. Develop and send survey to collaborative partners (educators, VR counselors, CTE staff, other agency partners) to identify current (baseline) local teams and needs. Develop common definition of what collaboration means.
2. Create self-assessment tool for local teams
3. Train LEA teams on use of tool
4. Determine professional development needs based upon survey results.

Sustaining the work:
1. Identify sources of funding to incentivize team leaders to develop and maintain functioning local transition teams
2. Provide TA for sustaining local teams
The California Secondary Transition Community of Practice 2020 Plan

Continue to **grow and expand the CA Transition community**

**Progress:** Local Partnership Agreements are expanding local, regional partnerships
We continue to encourage student populations to be represented and “destination” representatives-employers, post-secondary education, and career-technical ed. to join

**Raise expectations** that students with disabilities should graduate from high school with a diploma and prepare for employment. **Progress 73% of students with disabilities earn a diploma in a four-five year cohort. We continue to inform LEAS on strategies to raise that rate.**

**Start Early - 16 years old is 15 years too late**
Engage Pre-K and elementary education in focusing on the goal of education is Employment. **Progress: Pilot projects have been developed throughout the state.**

Recognize the value of Pre-Employment Transition Services as essential transition services. Recognize the value of youth sharing person-centered plans for their future.

**Provide Capacity Building Activities** that include cross-agency training and provide virtual training to youth, families, and youth-serving professionals.

**Use Data to evaluate outcomes and college and career readiness indicators.**
Explore data sharing options at the local level
Utilize the CA Schooldashboard to evaluate effectiveness of services

Who Else Needs to be at the Table
WI Strategic Plan

Evaluate and Refine Intensive Technical Assistance to WI School Districts

- Update culturally relevant practices in GRIP
- Utilize evaluation data to inform PD and TIG practices

Build capacity of middle school educators in effective transition planning

- Develop PD for MS educators: career awareness, predictors, PTP
- Schedule Data dig targeted for MS educators
Students with Complex Support Needs

Arizona, Pennsylvania
Interagency collaborative efforts anticipated to increase opportunities for Arizonan youth with disabilities by:

1. Engaging more students with behavioral health concerns with services and in training and preparation for Competitive Integrated Employment

2. Aligning and developing training and resources to assist LEAs, VR staff, and CTE staff in the recruitment and retention of students with disabilities accessing and participating in CTE programs
Focus: Students with Complex Support Needs
  - Person Driven Planning
    - Increase stakeholder knowledge of and engagement in person directed planning practices
    - Cross Agency Training,
    - PDP Toolkits for Youth and Family
    - What’s Working In PA

Focus: Employment
  - Competitive Integrated Employment
    - Increase student/youth and family understanding and engagement in Competitive Integrated Employment
    - Add focus on benefits counseling for PDE CIE Grant Awardees and to work with Transition Discoveries Project
    - CIE Student and Family Toolkits
    - Working with Employment Coalitions/Local Transition Coordinating Councils
Collaboration – CTE Focus

Arkansas, Florida, Indiana, Iowa, Maine, South Dakota, Wyoming

Also included in Arizona, Colorado, & North Carolina
ARKANSAS PRIORITIES

• Continuation of Collaboration of VR/SPED/CTE through the following:
  
  • Co-Teaching in the CTE Classroom – Magnolia High School 9th grade Agriculture class – kick off training in September with Johns Hopkins and the AR Co-Teach Project; continuation of professional development for CTE teachers.

  • Universal Design for Learning – Revising professional development for the VIRTUAL world – will include independent work and virtual attendance.

  • Scaling up CIRCLES - Planning for virtual meetings for each tier of CIRCLES – we are now at 9 trained districts and will provide more trainings this school year.
Florida’s State Plan for 2020-21

- **Goals:** *(Past & Present)*
  - Increase opportunities across the state for students with disabilities to complete career and technical education. We will increase the rate of students with a disability who graduate college, career and life ready across the state, as evidenced by results from Indicators 1, 2 and 14.
  - Increase opportunities across the state for students with disabilities to complete career and technical education (CTE).

- **Highlights:**
  - Alignment with Federal and State Initiatives: IDEA, ESSA, WIOA, Perkins V and Executive Order 19-31
  - Collaboration: CTE, VR, DBS, PTI, BEESS *(10 member team)*
  - CTE:
    - Review data
    - Identify districts to serve as models, based on review of data
    - Identify and develop materials to assist stakeholders including teachers with supporting students with disabilities in CTE (accommodations, UDL, strategies, and best practices).

[www.FLDOE.org](http://www.FLDOE.org)
• Developing Rewarding Integrated Vocational Experiences (DRIVE)
  • One day training for job coaches and paraprofessionals who accompany students into the workplace
  • Provided at no cost to districts and community agencies such as Goodwill Industries through Perkins V funding
  • Topics for this 8 hour workshop are:
    • Preparing the Student for Work
    • Approaching the Employer Partner
    • Easing into the Workplace
    • Skills Training with Students on the Job
    • Techniques for Coaching with Specific Disabilities

• For more information contact: Dr. Michelle Aldrich, WY State CTE Director
  michelle.aldrich@wyo.gov
Collect, analyze and interpret data for student engagement and outcomes in CTE, work-based learning programs and VR.

Increase opportunities across the state for students with disabilities to access and complete, persist, engage in CTE, WBL and VR programs.
Focus: Interagency Collaboration

- Partnering with:
  - DHHS
  - Maine Center for the Deaf and Blind

CTE

Voc Rehab

Maine Parent Federation

Department of Corrections

August 18, 2020 NTACT CBVI State to State Share Out

Goal
- Identifying and communicating best practices for CTE participation within the IEP process.

Goal
- Established Cross Agency Collaborative Group will increase opportunities for cross-agency professional development at the state and local level.

Goal
- Explore a pathway to bridge the current gap between CTE/High School opportunities for students with disabilities and Maine Community College/post-secondary opportunities in Maine.
Increase agency collaboration among TSLP, CTE, DLR, and DRS

- TSLP staff invites DRS, DLR, and CTE staff to attend/present/assist with planning transition events throughout the year
- CTE staff invited DRS, DLR, and TSLP staff to attend their annual virtual training
- DRS staff had TSLP, DLR, and CTE staff present at a monthly webinars for counselors, most recently on “Increasing Collaboration Between DRS and DOE”
- DRS staff invite DLR and TSLP staff to be part of the planning committee for the annual VR conference
- Continue interagency collaboration by meeting quarterly

Increase student participation in CTE classes that receive IEP services

- Survey schools around the state about the number of students on IEPs participating in CTE
- Discover accommodations provided by schools that have students enrolled who are on IEPs
- Discover courses currently available to students on an IEP
- Share information and provide supports to school districts to increase students with disabilities participation in CTE classes for improved employment outcomes
This year’s goal is to collect data in order to be able to create a pilot program which will lead to best practices with having students with disabilities take CTE courses leading to a credential.

Planned Tasks to accomplish our goal:
- Interview CTE directors
- Interview SPED directors
- Analyze interview responses
- Collect local data from CTE Centers and analyze
- Develop pilot program

Local Implementation coming in the 2022-2023 school year???
Next Steps

- Implement those plans!
  - NTACT will reach out on specific TA needs (need your plans)
  - Reach out to us, too
- Targeted content delivery – small and large group
- Support plan implementation – follow-ups, connections to resources
- Post the resources from today
Graphic of word collage of “thank you” in numerous languages