“The CBI is the only national professional development event that we (state special education transition lead and counterpart from the State’s VR agency) can both meaningfully attend. We participate in cross training here like we try to do in our state for local practitioners to improve their mutual understanding of policies and practices.”
PENNSYLVANIA

GOAL: Increase LEA capacity to empower youth engagement in career planning.

PROGRESS:
Training - What Every Administrator Needs to Know About Pennsylvania's Career Readiness Indicator (6 sessions across year/across state)
  • Fall – 350 attendees
  • Spring – 173 attendees

Cross Agency Webinar Series – Planning for the Life Course (4 Part Series)
  • Overview, Employment Uses, Post Secondary Education and Training Uses, Independent Living Uses
  • Total - 1221 attendees

Sustainability – community of practice meetings, updated MOU
Selected State Team Goal (2018-2019)
Collect data to assess the efficacy of local interagency teams and their impact on student outcomes and agency participation

Method
Develop & implement a student outcomes survey project to investigate a potential correlation between the existence of TASC-supported local interagency teams and positive post school outcomes for young adults exiting local school districts in South Carolina.

Progress
• 22 school districts confirmed for participation
• Surveys currently out for completion - due to TASC for analysis by May 15, 2019
• Data to be compiled and reported by June 30, 2019

Sustainability
TASC efforts are spearheaded by staff at USC’s Center for Disability Resources (UCEDD) through funding provided by the SC Department of Education’s Office of Special Education Services and in coordination with our formal statewide interagency transition team.

Working together to increase successful student post-secondary transition outcomes through active interagency collaboration
2018-2019 Project Goal (Secondary Transition and Post-School Results Network): Increase the number of students assessed for self-determination skills and utilizing self-determination lessons.

Progress Toward Goal:

<table>
<thead>
<tr>
<th>Anticipated Number</th>
<th>Actual Number</th>
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<tbody>
<tr>
<td>60 Students</td>
<td>100 Students</td>
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2019-2020 Project Goal (Student-Centered Transitions Network):

Increase number of students who will demonstrate self-advocacy and self-determination skills when actively involved in planning, communicating, and evaluating progress to meet their transition goals through student-led IEP meeting.

Parents of students in early childhood, elementary, middle school, high school through post-secondary will report that they received meaningful and appropriate supports that facilitated their child’s transition needs.

The new Student-Centered Transitions Network is designed to build collaborative infrastructures among students, families, schools, districts, and communities to equip all students with disabilities to be actively involved in planning, communicating, and evaluating progress to meet their transition goals from early childhood through high school graduation and post-secondary readiness. Through this work, TEA will create an infrastructure of supports that facilitate the successful transition of students from pre-kindergarten through post-secondary readiness.
“The structure of the CBI allows for more focus on evidence-based practices. Many topics presented at CBI’s have guided our work in our regional cadres in our state – which originally developed out of the CBI model and planning time.”
Goal: Increase the number of students who meaningfully engage in the IEP and transition planning process.

Tasks:
1. Provide local education agencies (LEAs) with professional development or technical assistance to achieve increased student participation in the IEP and transition planning process.
2. Provide self-determination and self-advocacy skills development and exposure to transition resources to students with disabilities in Grades 7-12.

Progress towards goal: Task 1: Training for all LEAs was provided at the 2018 Summer Professional Learning Conference and the Alabama Transition Conference, and individually-requested trainings were provided for select LEAs; Task 2: A Self-Determination Conference for Youth with Disabilities was held on March 14, 2019, in Montgomery, AL.

How We Plan to Sustain Our Efforts: The Alabama State Department of Education and the State Interagency Transition Team will continue to provide training and technical assistance to LEAs and students with disabilities throughout the state of Alabama through presentations at the 2019 Summer MEGA Conference and the 2020 Alabama Transition Conference, and through the hosting of the Self-Determination Conference for Students with Disabilities throughout the state.
Goal: Based on our state SPP targets, increase graduation rates and decrease dropout rates for students with disabilities, and decrease the gaps based on disability and race.

Progress:
• Created an on-line Graduation Rate Improvement Plan (GRIP).
• Reviewed state graduation and dropout rate data and identified school districts with the highest levels of need.
• Began intensive professional development with the largest districts in our state, including an In-depth Indicator 14 review.

Sustainability and Future Work:
• Develop a LiveBinder of documents that support GRIP work.
• Build expertise within our Transition Improvement Grant staff.
• Develop Learning Sessions (10 – 15 min. recorded sessions) on evidence-based practices for increasing graduation rates.
• Develop an Evaluation Process—changes in adult strategies and student benefit
Arkansas

• **Goal:** By June 2018, we will increase, above baseline, the number of teachers, VR, and adult service providers with knowledge of effective collaboration and the CIRCLES process by using the following resources and material: CIRCLES training, including related resources and materials, and TA support.

• **Progress:** after four CIRCLES trainings, we have CIRCLES going in five districts, with plans to train ten additional districts this summer. We are working on data sharing agreements with districts to obtain CIRCLES outcomes data.

• **Sustainability Plan:** to continue promoting CIRCLES within districts and communities, to continue to provide training and technical assistance, and share CIRCLES outcomes data within communities in Arkansas and on a national level.
Goal: Create common messaging throughout CDE, Higher Education, PEAK Parent Center, Division of Vocational Rehabilitation, as well as other state and local partners and Local Education Agencies (LEA’s), to promote effective practices and predictors of in-school and post-school success.

Progress: University of Colorado, Colorado Springs: Aligned pre-service teacher training course content to NTACTs effective practices and in-school predictors. Developed and awaiting approval of a transition specialist certificate program that aligns to NTACTs effective practices and in-school predictors.

Sustainability: Once approved, this certificate program will be part of the course offerings of the university.
“The CBI has provided our team with ideas and initiatives which we can implement and our data is beginning to demonstrate the impact of our interventions”
Goal: Educate Families Around the Tools/Programs of Transition to Assist Them to Become More Active in the Transition Planning Process Beginning with Grade 6.

Progress Towards Goal:
- Accessibility of Tools/Resources
- Person-Centered Planning: Charting the LifeCourse
- Secondary Transition 101 for Families of Students with Disabilities
- Transition Resource Fairs/Expos
  - Wallingford
  - East Hartford
  - Uncasville
  - Trumbull
  - Hartford
  - Southington
- Parent Symposium

Sustainability:
- COP Family Engagement Practice Group Goal: Create a Family Secondary Transition Toolkit
- 5th Annual Connecticut Secondary Transition Symposium: Every Voice Matters
- Statewide Interagency Partnership Efforts
- CT Community of Practice (COP)
- CT Transition Task Force (TTF)
Georgia

*Increase percentage of students with disabilities exiting high school with a general education diploma*

Georgia’s Annual Event Rate
Supporting Post-School Outcomes

Technical Assistance Partners

[Logos of various organizations]
Cross Divisional/Agency Professional Learning
TRANSITION PLANNING PROCESS TRAINING/TECHNICAL ASSISTANCE

*Designed to provide systems with guidance and support to approach transition as a process, not an event, and to re-examine the way to support transitioning students to adulthood.*

- Professional Learning to all regional service areas -18 GLRS Regions
  - *Transitioning Students with Disabilities to Adulthood*
- Self-Determination/Student-led IEPs –Statewide Support
- Community of Practice for ASPIRE and SDLMI – Monthly Meetings
- Transition Webinar Series – Monthly
- Partners’ Forums with Dr. Michael Wehmeyer – 3 days – April 2019
- Transition Compliance Modules - 5 new modules
- Technical Assistance – provided statewide
- Quality Indicators of Exemplary Transition Programs – SSIP Intensive Districts
Supporting Post-School Outcomes
Plans for moving forward

• Seek to align the Self-Determined Learning Model of Instruction (Goal Setting and Attainment) with MTSS/PBIS and Check and Connect
• Support implementation of Self-Determined Career Development Model
• Increase the use of assistive technology
• Utilize cross divisional/agency collaboration to support effective transition and increased post-school outcomes for Georgia’s students
State Goal:
Effective collaboration between students, families, secondary and post-secondary educators, rehabilitation counselors, and service providers to evaluate quality and quantity of transition activities and pre-employment transition services.

Goal Progress:
- Statewide Transition Needs Assessment
- Analysis of Pre-ETS Services
- Highly engaged partners

2018 Transition Institute
- Analysis of Local Plans
- Review of Institute Feedback

Sustainability:
- Interagency planning, funding, & coordination of Transition Institute “Strengthening Connections”
- Joint Professional Development and increase of collaboration
- Involvement from Higher Education
- Targeted resourcing & service provision of underrepresented areas
Indiana’s Goal: Increase student involvement & success in CTE

- Gathered comparative data on CTE involvement of students with & without disabilities.
- Surveyed CTE directors re: engagement of students with disabilities.
- Started development of a pilot program linking pre-employment transition services to CTE outcomes for students.
- Increased agency collaborations re: CTE & students with disabilities.
- Developed proposal for a pilot project with CTE centers to expand career pathways for students with disabilities.
Iowa’s Goal: Integrate Secondary Transition into Iowa’s Differentiated Accountability (Results Based Accountability)

→ Development of a needs assessment and action planning process that is aligned with ESSA
→ Development of a toolkit that will make EBPs easily accessible to districts in their action planning
Efforts are focused on two basic areas:

**Missouri Post-Secondary Success (MPSS)** – a Tier 1 intervention reaching all students

- Supports educators in systematically embedding intrapersonal, interpersonal, and cognitive competencies into course content
- Support students to develop into career-equipped, lifelong learners who are socially and emotionally engaged.
- To date trained 67 buildings/districts K-12
- Currently have ten regional trainers working through the credentialing process

**Early Warning Signs**

- The point of entry for identifying students at risk of failing to graduate
- and for identifying and accessing other interventions at the Tier two and three level
- Utilizes NTACT Gradebook
- Once validated also anticipates using the NTACT Secondary Transition Fidelity Assessment
“The model of the CBI and its structure has allowed us to finally be able to pull a larger team together...has been encouraging and promoted robust discussion about how the work will flow, so that it will have a direct, positive impact on students and families.”
**NTACT Goal**

By May 2019, all members (students, parents, administrators) will have increased their awareness and knowledge of transition assessment, by learning how to:

- Select an appropriate assessment tool
- Use it with fidelity
- Accurately interpret results
- Translate assessment results for use in developing IEP goals
- Effectively discuss results among team members and other related community agency representatives

**Progress**

- Created Transition Planning Guidance Document, August 2018
- Identified peer practitioners to be a coach/mentor pair at each ESU
- Provided Transition Assessment Train the Trainer training in Kearney, NE on 2/25/2019

**Sustainability**

- Trainers will subsequently provide training, coaching, mentoring to other Nebraska Educators on Secondary Transition Assessment
**Nevada** ITAP Goal #1: Increase the number of students with disabilities participating in BVR programs that provide Pre-ETS to 2,000 by 7/1/19

**Progress toward Goal #1 (strategies):**
1. Schools are reporting Pre-ETS data
2. IEP system facilitates reporting of Pre-ETS data
3. Interagency & cross-disciplinary trainings

**Sustaining the effort**
- Establishment of the Nevada Transition Leadership Team
  - Expansion includes our Developmental Services partners
- Creation of a multi-agency data system
- Commitment to bi-annual meeting of the Nevada Core Leadership Team
- Development of a cross-agency manual
- Continue braided funding models – VR braids to the local level
West Virginia

**GOAL:** Emphasis on strengthening the partnership between local school districts, adult service agencies, and the WV Division of Rehabilitation Services (DRS).

**TASKS:** Setting up Community Based Work Exploration sites and partnering with DRS, the state parks, and the Hatfield-McCoy Trails to provide job training experiences for students with disabilities.

**PROGRESS TOWARDS GOAL:**

Quantitative Data: Currently in six (6) State Parks with 75 students participating.

**SUSTAINING OUR EFFORTS:**

- Through the established Transition Technical Assistance Center (TTAC) WVDE/OSE will continue to strengthen the partnership between local school districts, adult service agencies, and the WV Division of Rehabilitation Services (DRS).
- Partnering with DRS to assist with paid summer work experiences in the State parks.
“As a result of strategic planning that took place during the Capacity Building Institute [], initiated the development of an infrastructure to support local interagency transition teams. ...Ongoing evaluation efforts indicate that perceptions of the importance of interagency collaboration are improving, knowledge of evidence-based practices is increasing, and the likelihood of implementing best practices is increasing.”
**Goal:**
By May 2019, we will align policies and procedures across agencies to increase effective transition services in order to address gaps, reduce duplication, and engage families in the transition planning process.

| Policy analysis included 5 different state agencies and a total of 16 overarching policies | Analysis completed by David Hoff Institute for Community Inclusion, UMass Boston Office of Disability Employment Policy, Employment First Leadership Mentor Program Subject Matter Expert | Developed a matrix based on the Transition Taxonomy 2.0 using 16 partner agency policies to determine gaps in evidence based practices |
Sustainability
Ohio Transition Plan incorporated into the Ohio Employment First Transition Work Plan
Making connections to ODE Strategic Plan

Strengthening Partnerships
Department of Education & Opportunities for Ohioans with Disabilities finalized Data Sharing Agreement

Priorities for 2019
Informed Choice
Self-Determination & Self-Advocacy
Family Engagement
We will increase districts’ knowledge of transition practices to engage middle school educators.

- Developed sample exemplary Present Levels of Performance and Transition Services for use in IEP development for middle school educators.
- Conducted three Middle School Cohort trainings this school year based on needs assessment data.
- Leadership opportunities were shared from across the state for youth.
- Provided middle school teachers with new transition assessments for middle school youth.
- Expanded participation of middle school educators in Person Centered Planning events.
- Expanded PRE-ETS services to middle school youth through the development of 16 career awareness pilots throughout the state.
- We will host a “raising expectations” themed parent event for families of students with significant disabilities on May 16th.
“The knowledge and networking opportunities that we have gained at the CBIs and Cadres is impactful.”
North Dakota

Collaboration with NDDPI, NDVR, Private Providers, Parent Groups, ND Division of Behavior Health, and local Special Education Units

• Develop and Support 5 Evidence Based Practices that Increase the likelihood of Post-Secondary Success for Students with Behavioral, Social/Emotional, Social Communication and Mental Health Needs
  • Data Analysis/MTSS Process- Identify Students with Highest Need for Intensive Transition Services
  • Competency Based Job Coach Training Guide
  • Two Work Place Readiness Curriculums
  • Co-Instructional Models
  • Peer-to-Peer Support Model

• Next- Design and Provide TA to schools, local private providers, parents, and regional VR offices who choose to implement one or more of them.
GOAL:
Increased school and youth/young adult partnerships

INITIATIVES SUPPORTING THAT GOAL:
● Linking Learning to Careers Work Based Learning Grant implementation supporting collaboration with schools and post-secondary programs (Wednesday morning Presentation 10:00 to 12:00pm)

● TransCen providing tech assistance to further build school/VR collaboration

● Youth Advocacy Council for youth and young adults who educate and empower individuals with differing abilities.

● 1st Annual Youth Summit centered on promoting leadership and advocacy focuses on:
  ~ Employment/careers  ~ Bullying/harassment  ~ Transition to adulthood  ~ Self-advocacy
• **Goal:** Increase the number of transition partners and stakeholders accessing online training and modules, technical assistance, and communities of practice.

• Free, online professional development portal
  - Eight topic areas
  - Videos & downloadable resources
  - Online assessment database
  - Searchable community partners
  - Quizzes to document professional development

• Communities of practice across the state

• District-level technical assistance (10 districts currently)

• Transition conference

• Monthly webcasts and e-newsletters

• Companion portal for Vocational Rehabilitation and their Pre-ETS providers

• Student modules in development

www.transitiontn.org
State Goal Update

**GOAL:** Interagency collaboration to provide services that promote improvement in self-advocacy development

**Activities:**
- DPI-pilot groups providing self-advocacy activities in grades K-12
- VR & DPI-development of short TA survey to determine areas of support needed by district EC-CTE-VR teams
“The dedication and hard work, which started from the time together planning at CBI, helped our state to significantly increase the number of services and number of students receiving pre-employment transition services. ...the CBI played a role in assisting [] to use our data to determine which services are most likely to create the most significant impact in the students we serve.”
Goal: To increase the number of students 14-21 statewide receiving Pre-ETS

Progress: May 2018- 1,300 students received Pre-ETS (mostly in the metro areas)
   May 2019- 2,261 students received Pre-ETS statewide

Plan:
• Increase Pre-ETS in rural areas through contracted providers including contracts with LEAs
• Provide training and models for Pre-ETS collaboration with schools
• Increase Work Based Learning opportunities in collaboration with CTE internships

Challenges:
• Time that it takes to develop and monitor Pre-ETS contracts
• Expanding collaborative model in more LEAs
• Collecting data on Pre-ETS and its effect on student post high outcomes
Washington State

- Developed state-level interagency coordinating body initially to work on legislative proviso
- Implemented stakeholder survey to assess regional needs in transition services
  - 819 participants (families, educators, service providers, state agency representatives, students)
- Created website with resources and information
- Developed Interagency Networks, provided technical assistance and training
**Focus Area: Interagency Collaboration**

- **Goal:** NTACT team will work with Kentucky Interagency Transition Council and each coop to develop a functional Regional Interagency Transition Team.

<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact coop director about the RITT status</td>
<td>8/28/2018</td>
</tr>
<tr>
<td>RITT subcommittee of KITC will develop common guidelines and minimum expectations for the RITTs. (who should be members, purpose, activities, framework)</td>
<td>2/27/2019</td>
</tr>
<tr>
<td>Present guidelines to KITC and stakeholders for feedback and finalize.</td>
<td>4/12/2019</td>
</tr>
<tr>
<td>If all tasks above are completed then we will provide initial training to the Coops/RITT on the guidelines.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Goal #1 -
- Created the Michigan Interagency Transition Team (MITT)
- Created vision statement
- Expanded cross agency representation
- Surveyed stakeholders to identify gaps

Sustainability
- Combine efforts with Employment 1st
- Develop a Statewide "Consensus" Model
- Provide cross agency training
- Develop a fidelity framework/essential elements for the model
**Goal:** Determine shared message/vision related to secondary transition services across state agencies by August 30, 2018 to improve the state-level coordination of transition services, improving outcomes for students and youth with disabilities in Maryland.

**Progress:** Strengthened partnerships through the development of MOUs; ongoing stakeholder workgroups; continued development of common guidance documents and joint principles into training curriculums; cross-agency staff trainings; and ongoing data sharing potential through MD's Employment Data imitative.

**Sustainability Efforts:** Creation of The Center for Transition and Career Innovation at University of MD developed with monetary support and commitment from State partners; Regularly scheduled State Agency leadership meetings to share secondary transition work, regional/local implementation of shared messages and products.

**Sustainability Challenges:** Staff turnover- ensuring there is a mechanism in place that is part of job description
Goal:
We will develop a state-level interagency agreement between the OSSE, DDS, and DOES in order to achieve the mandate under IDEA and WIOA specifically relating to competitive integrated employment for youth with disabilities.

Task:
Coordinate with agency leads to revise NTACT/WINTAC discussion protocol and draft plan of action for Interagency Agreement Development Retreat.

Progress:
The Department of Disability Services and OSSE’s Division of Health and Wellness are currently collaborating to create a framework for a state-level interagency agreement that is more comprehensive in scope.

Next Steps:
Once the comprehensive framework of the agreement is complete, more specific considerations, such as those related to secondary transition generally and WIOA more specifically, can be negotiated.
“An unexpected outcome ...been numerous opportunities to collaborate with other state [] agencies.