

SPP Indicator 13 Improvement Activities Workgroup (January to June, 2013)

a. Improve data collection and reporting

Improve the accuracy of data collection and school district/service agency accountability via technical assistance, public reporting/dissemination, or collaboration across other data reporting systems. Developing or connecting data systems.

1. Develop a data map of CA that uses relevant data within counties in a clear concise way.
2. When communication goes to district regarding noncompliance, include directive that line staff be informed of the need for correction of noncompliance.
3. Develop recommendations for improving the reliability and use of Indicator 13 data.
 - a. Student level
 - b. Root cause analysis – data entry error
 - c. Integration of SEIS and CASEMIS
 - d. Look at how data is collected
 - e. Submission forgiveness program
 - f. Indicator 13 and 14 staff need to be involved in development
 - i. Triennial
 - ii. Whole picture
 - g. Have ALL FMTA meetings to dialogue
 - h. List of diagnostic questions

b. Improve systems administration and monitoring

Refine/revise monitoring systems, including continuous improvement and focused monitoring. Improve systems administration.

1. Model after KY Dept. of Ed., customize for CA.

c. Build systems and infrastructures of technical assistance and support

Develop statewide or regional infrastructures to maximize resources.

1. Develop a plan for offering course credit or professional development hours for training.
2. Develop plan for leveraging resources to provide training, TA and support for regional CoPs
3. Develop an event calendar listing local and state workshops, seminars, webinars, and other professional development.
4. Establish disability specific CoPs
5. Develop a transition Web page – link-based, user friendly
 - a. Define what we need and determine restrictions
 - i. Reframe, new docs, tools
 - b. CHIIP Youth Toolkit
 - c. PepNet resources

- d. Model after KY Dept. of Ed Website – audience-based model
 - i. Youth – media, families, practitioners
 - ii.
- e. I-13 team works w/webmaster (pilot)

d. Provide technical assistance/training/professional development

Provide technical assistance and/or training/professional development to State, LEAs, and/or service agencies, families and/or other stakeholders on effective practices and model programs, etc.

1. Revise Transition to Adult Living guide.
2. Provide TA related to transition and Common Core (ie writing annual academic, career technical ed and vocational goals based on industry standards that link postsecondary goals to the Common Core.) [Who is the audience?](#)
3. Provide TA to clarify the difference between transition activities and transition services and how they can be integrated into the curriculum and student's course of study.
4. Provide TA on conducting a root cause analysis and how it can be used to identify more meaningful and lasting corrective actions. Integrate a focus on content and intent. (monitoring)
5. Provide TA on student-centered planning as it applies to ALL students receiving special education services. (student led IEPs, rights at age of majority, self-advocacy, self-determination, independent living)
6. Conduct a needs assessment survey and develop TA modules based on a priority of needs.
7. [Connect with parents and diagnostic centers.](#)
8. [Determine what role CDE consultants play in transition TA.](#)

Notes from May 13, 2013:

Need/Purpose (Educators)

- Reviews show non-compliance (VR, SESR)
- CASEMIS shows non-compliance
- Need collaboration with AES
- Current Transition Guide does not use I-13 info or evidence-based practices

Specific (system, parents, students)

- Revise current transition guide
- Contract w/GCOE
- Include I-13, evidence-based practice, resources
- How to: document, collect data, etc.
- Common Core, Linked Learning
- Integration into the curriculum
- Root cause analysis (how)
- Student centered planning
- Ed benefit (enhance)
- Self-advocacy, self determination
- IEP implementation, writing

Measure

- Adult Transition Training Program (ATTP)
- COE-based, quarterly training
- Assessment – related to modules
- Collect data
 - Who's using
 - Who's logging-on

Achievable

- Support from CDE
 - Staff
 - Financial/fiscal
 - Dedicated time
 - By-in from field (COP) (Attach to Common Core)
 - Monitor data collection and analysis

Outcome

- Revised Manual
- Webinars
- Training through COE

e. Clarify/examine/develop policies and procedures.

Clarify, examine, and/or develop policies or procedures related to the indicator.

1. Clarify, define and set policy regarding the 8 elements of Indicator 13.
2. Eliminate the notion of a separate ITP.
3. Develop a guide or template describing best practices/evidence-based transition for each of the 8 elements.
4. Create statewide recommendations/guidance for documenting transition assessment in the IEP.
5. Provide clear and precise language.

f. Program development

Develop/fund new regional/statewide initiatives.

1. Strategize the organization, development, and implementation of regional CoPs.
2. Identify who will be responsible for providing transition services and monitoring outcomes at the local level. (federal vs. state vs. local)
3. [Responsible person \(district/school\) must be identified on the IEP, and procedures for ensuring completion must be in place.](#)
4. [SEIS/beyond the form/summarize.](#)

g. Collaboration/coordination

Collaborate/coordinate with families/agencies/initiative.

1. Monthly COP teleconferences – discuss latest research and legislation, disseminate evidence-based practices and tools.

2. Monthly CoP Leadership Team teleconferences – discuss next steps, plan TA, propose policy.
3. Collaborate with other organizations to provide TA (ie CARS+, CECY...)
4. Describe roles and responsibilities of Leadership Team and ensure all critical stakeholders are included.
5. Align the role of CoP, WorkAbility, TPP
6. Collaborate with other organizations to do a statewide conference.
7. Increase youth and family involvement. ([Link with Title I, Foster Youth, homeless](#))
8. Collaborate with/general education initiatives. ([Area of focus](#))
9. Make a connection with business partners. ([Area of focus](#))

h. Evaluation

Conduct internal/external evaluation of improvement processes and outcomes.

1. Track users of webpage to provide data and feedback.

i. Increase/adjust FTE

Add or re-assign FTE at State level. Assist with the recruitment and retention of LEA and service agency staff.

1. 1 person in each unit to work with AES staff and Transition Specialist to share current information with their FMTA.
2. Identify a percentage of time on Duty Statement for mandatory training. [Repeat trainings. \(Area of focus\)](#)
3. [Build in accountability/responsibility for in-house TA.](#)

Parking Lot

1. Start transition earlier
2. Cradle to Career
3. Focus on teachers
4. Everyone look at Kentucky Webpage

Linking to Linked Learning (April 8, 2013)

1. Where are pilots? How can we do outreach?
2. Have SED consultants connect with pilots, and bring back information to this group.
3. Connection w/Community Colleges
4. Include collaboration within other goals at CDE.
5. We need info from interdepartmental meetings.
6. Write our goals with ALL kids in mind.

7. All kids can demonstrate
8. Counselors for student support
9. Start younger with college awareness
10. What are our parameters?
11. Professional Development with time to practice
 - a. Intensity
 - b. Time for collaboration
 - c. Time to practice

Questions for Youth Panel on May 13, 2013 (Developed on April 8, 2013)

1. Other than academics, what are some other things you want to learn in order to be successful and live independently?
2. What role do your parents/adults/role models/guardians play in your future success?
3. Who is your role model and how has that person impacted your life? What qualities does that person possess?
4. What do you want to do after High School when you graduate?
5. What's your favorite subject? Why?
6. What do you like most about school? What do you dislike about school? And why?
7. Do special education supports help you? How?
8. Do you participate in your IEP?
9. What are your hobbies?
10. What type of career assessments?
11. When did you start talking about transition/life after high school?
12. What kind of after school activities are you in?
13. Are you aware of YLF? Are you interested in participating YLF?

Responses to Youth Panel on May 13, 2013

1. Learn manners, use money, do taxes, money management, time management skills
2. Parents are the reason for trying hard, parents provide money,
3. Parents and family members serve as role models, push them forward
4. College, work – history museum, work with kids, police officer, parole officer, degree in accounting, hospital office assistant
5. History, English (senior project), math – it's straightforward, work experience, art – it has variety
6. Like clubs but not open to everyone, school day is too long, too much homework,
7. Special education helps – extra time, slower paced, get ready for future, be competitive
8. Participate by asking questions, asking about progress, express my plans for the future, identify where I need help
9. Sports, games, read, write, computer, friends

10. Did not address this question
11. Senior year, college workshops, senior project organizes you for life after HS, 6 are already enrolled in community college, 5 enrolled in DSPS and have a counselor, some are connected with DOR and have an interview with TPP
12. Robotics, sports, hip hop, clubs
13. Not enough information about YLF

Additional information:

We need more money for special ed., less lay-offs of teachers, need more job prep classes and independent living, hands on activities, more voc classes, more transportation.

Do special education services help?

Special education is too easy, it addresses different learning styles, teachers are attentive and may challenge you, helpful information is better than general ed., gen ed doesn't offer enough help, most special ed teachers are in the general ed classes

Their senior project is on their transition plan. They create a resume, job apps, etc. – a complete portfolio. They have an understanding of their disability and their learning style.

Phone call with Gina Grecian, Parent, Rowell Family Empowerment Center, May 13, 2013.

1. SDC was not appropriate for my son. He needed full inclusion.
2. I was given no support on how to make a decision of which track to take.
3. I collected evidence-based transition practices (EBTP). I helped others by developing a guide. Parents and students need informed choice.
4. Son ran his own IPE. Team came up with great ideas for preparation. He did his own PowerPoint for his exit IEP.

What works?

1. Self-advocacy makes a difference, self-awareness, confidence realistic goals that tie to student goals, building social supports
2. Collaboration between special ed and general ed
3. Helping students identify accommodations

Parent involvement:

1. There are different levels – involved, protective, uninvolved (absentee), untrained/unaware: Training is needed for all levels
2. Depends on collaboration of the team

What's needed?

1. Bridge for student – from diploma to college ready, more prep in school
2. Life skills training – work study
3. Community focused curriculum as sometimes in school options are not appropriate
4. Student and family don't play an active role
5. Personal interest vs vocational interest
6. Standards-based curriculum leads to segregation
 - a. No life-skills for kids who need it
 - b. Gen ed teachers don't have the time
 - c. Balance between life skills and academics
 - d. Continuing ed for teachers is needed to educate them on what works with all kids
 - e. Need to bring in businesses

How can we get info down to the right persons?

1. Administrative support is needed
2. Systematic approach – more universal design
3. Executive functioning skills need emphasis

Barriers:

1. Struggle to maintain son in general ed. School wanted him in special ed.
2. Son needed 1-1 support, parent had to teach support staff how to work with him.
3. School was constantly referring to his weaknesses