TransitionME

Tuesday Power Hour Series

3 pm to 4 pm

2023 Schedule

Titus O'Rourke, MS Ed

Eligibility + 18 & Transition Specialist

Office of Special Services and Inclusive Education

titus.orourke@maine.gov

Transition Tuesdays
Best Practices Forum
Office Hours Schedule
2022 – 2023

Presenter: **Titus O'Rourke** – titus.orourke@maine.gov

Transition Tuesdays **–** Best Practices Forum is an opportunity for our state educators and transition leaders to grapple with and actuate strategies and support for our scholars' diverse needs and pathways to post-secondary opportunities. Together we will develop a framework to enhance academic and functional achievement and facilitate movement from school to post-school activities. These activities include post-secondary employment, education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

Guest Speakers, Regional, District and school-based Transition Leaders will share their transition best practices, processes and tools including assistive technology to engage support transition, inclusion, vocational rehabilitation, Pre ETS and eligibility, barriers and recommendations and spotlighting Maines Transition successes.

To review schedule for TransitionME Power Hour series, click here

For link to all recorded Tuesday Power Hour recorded sessions: click here

Please take a moment and add **your name**, **position** and **district** to the **chat box**.

We like to know who we are talking to!

AGENDA ---

❑ Purpose of Training
❑ Objective(s)
❑ Transition Indicators 1 and 2
❑ Transition Indicators 13
❑ Transition Indicators 14
❑ Review
❑ Survey

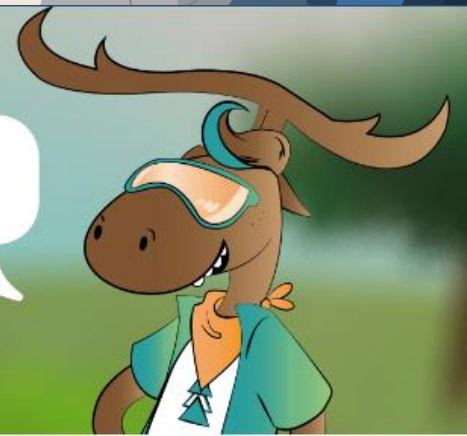Stop me at any time to ask clarifying questions...you do not have to wait to the end of the presentation

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What you should know about *Part B Indicators*

Context for Improving your Transition Practice

What?

Part B of IDEA governs how special education and related services are provided to school-aged children with disabilities.

Factors

- **IDEA**
- **State and local policy**
- **Community**
- **Effective practices**

References to secondary transition:

MUSER: pgs. 9, 57, 63-64, 67, 97, 103-104, 149, 155 and 230.

Objective(s):

Why?

1. To better understand the data that impact post-school outcomes for our scholars with exceptionalities, and subsequently...

2. To use the data to improve high school programs and services

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To use data to advance Transition outcomes... districts and SAU's, need to ask and answer questions such as:

How?

Which students stay in school and graduates?

Who drops-out of school? What do our students do after they leave high school?

How do students with disabilities fare compared to their nondisabled peers?

How do we know the special education services we are providing contribute to achieving the purpose of the IDEA?

1. Continuous Improvement Monitoring Process **(CIMP)** – Compliance with IDEA

2. State Performance Plan **(SPP)**

3. Annual Performance Report **(APR)**

IDEA Accountability Mandates

- **Indicator 1: Graduation Rates**
- **Indicator 2: Dropout Rates**
- Indicator 3: Participation and Performance on Statewide Assessments
- Indicator 4: Suspensions and Expulsions
- Indicator 5: Participation/Time in General Education Settings (LRE)
- Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)
- Indicator 7: Preschool Children with Improved Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification
- Indicator 10: Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification.
- Indicator 11: Timeframe Between Evaluation and Identification (Child Find)
- Indicator 12: Transition Between Part C and Part B
- **Indicator 13: Transition in the IEP**
- **Indicator 14: Post-School Outcomes**
- Indicator 15: Noncompliance Issues in General Supervision System
- Indicator 16: Resolution of Written Complaints
- Indicator 17: Due Process/Dispute Resolution
- Indicator 18: Dispute Resolution
- Indicator 19: Mediations Resulting in Mediation Agreements
- Indicator 20: Timeliness and Accuracy of State Reported Data

The 20 IDEA Part B indicators

B13—Secondary Transition
• Compliance

B2—Dropout
• Results

B1—Graduation
• Results

B14—Post-School Outcomes
• Results

Of the 20 IDEA Part B indicators, only 4 indicators relate to secondary transition.

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Indicator 1:
Graduation Rates

Indicator 2:
Dropout Rates

Indicator 13:
Transition in the IEP

Indicator 14:
Post-School Outcomes

Strategies for improvement

Data

1.   Review data collection and input procedures related to graduation rate and drop out rates.

2.   Review and analyze trends and disaggregated data to identify problem areas in graduation rate and drop out rate, including
    A.   district, district region/feeder pattern,
    B.   school,
    C.   Race,
    D.   disability,
    E.   number of ELL's
    F.   Gender
    G.   Cohort

Strategies for improvement

Policies, Procedures and Practices

1. Review district and school policies and procedures to determine if existing policies or procedures may be impacting graduation rate.
   A. student progression plan,
   B. matriculation to postsecondary settings,
   C. articulation between school levels – elementary to middle to high,
   D. class/academic program access and enrollment,
   E. remediation structures,
   F. exceptional student education policy,
   G. discipline,

2. Identify and implement **evidence-based practices** that are known to impact graduation rate.

Strategies for improvement

Training, Professional Development, and Technical Assistance

1. Identify or develop resources for providing professional development on improving the graduation rate.

2. Solicit training and/or technical assistance from...

   TransitionME or Progress Monitoring team.

We are here to support you! Call on US! Whether you need individual support as a case manager, as the Transition lead for your school or district or support for your school or district-based transition team.

Graduation Rates

Dropout Rates

Strategies for improvement

Targeting freshmen.

Engaging families.

Parent-teacher home visiting programs

Building relationships and community. Strengthening relationships and fostering a sense of community among students, school personnel, and community members.

Expand student access to arts, athletics, and enrichment and strategic scheduling to enable common planning time for teachers

Providing socio-emotional supports.

Pursuing students' interests

Community partnerships for in-school enrichment and wraparound services

Offering flexible schedules.

Provide online courses; Use technology

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Attendance & Truancy Resources
Contact
Cristina Stade
Administrative Assistant
Office of School and Student Supports
Phone: 207-446-6721
Email: Cristina.Stade@maine.gov

RESOURCES

Indicator 13 – Content of IEPs

Percent of youth aged 16 or 9th grade with an **IEP** that includes:

- ▶ **coordinated,**
- ▶ **measurable,**
- ▶ **annual IEP goals and transition services…**

that will reasonably enable the child to meet the **post-secondary goals.**

[20 U. S. C. 1416 (a)(3)(B)]

What Do Your B13 Data Say?

▶ Are measurable postsecondary goals included?

▶ Is the PLAAFP information based on age-appropriate assessments?

▶ Do annual transition goals connect with the postsecondary goals? Are they measurable?

▶ Do transition activities and services, including course of study, align with postsecondary goals?

▶ Is responsibility designated?

What's the Quality of Our IEPs Transition plan?

Remember –

Words on paper do not a
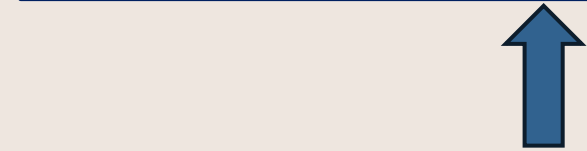*Transition Plan*
make!
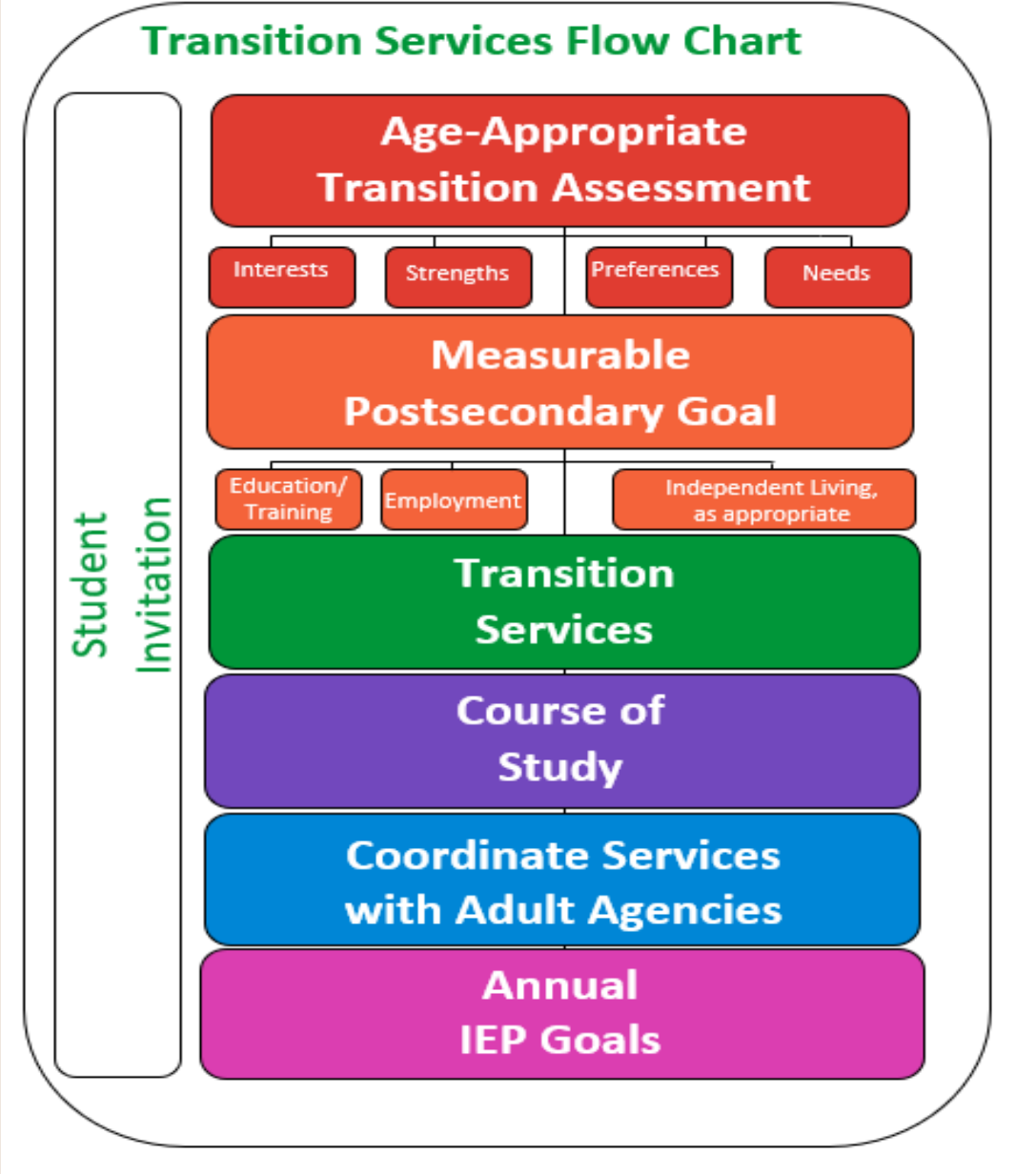
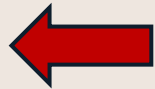Seattle University- Center for Change in Transition Services, 2010

Elements of Transition-Rich IEPs

Present level of performance – based on **age-appropriate** assessments

Designated Responsibility

Measurable postsecondary goals

Annual Transition Goals

Transition **activities and services**, including **course of study**

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B-13 Compliance Checklist
Guide at a Glance

	Federal Reporting Compliance	
Item #	**Question**	**What to accept**
1	Was the student invited to the IEP Team meeting where transition services were discussed? §300.321(b)	Invitation, email, log of verbal invitation, sign in on IEP, or evidence of participation in IEP if no sign in sheet
2	Was there prior written consent of the parent or student, who has reached the age of majority, to invite an agency? §§300.9; 300.321(b)(3)	The date of written consent must not be after the date of the invitation. Consent is always in writing and must include the signature from the person granting consent.
3	Was a representative of any participating agency likely to be responsible for providing or paying for transition services invited prior to the IEP Team meeting? §300.321(b)(3)	Invitation to agency with prior consent; invitation with agency listed as participating in the meeting; check date of written consent to ensure it is prior to the date the invitation was sent
4	Were the postsecondary goals based on age appropriate transition assessment? §300.320(b)(1)	Listed transition assessment(s) or description of assessment process (e.g., Discovery, Positive Personal Profile
5	Did the IEP include a measurable postsecondary goal? §300.320(b)(1)	Must be an outcome after completing school. The use of the word "will" is not required
6	Were the postsecondary goals updated annually? §300.320(b)	Current IEP date
7	Did the IEP include transition services to reasonably enable the student to meet his or her postsecondary goals? §§300.43;300.320(b)(2)	At least one transition service is listed
8	Did the IEP include courses of study to reasonably enable the student to meet his or her postsecondary goals? §300.320(b)(2)	MMC or Certificate of Completion is included
9	Were there annual IEP goals related to the student's transition services needs? (Measurement table for APR reporting)	An annual goal is listed and relates to the transition services needs/postsecondary goal

B-13 Compliance Checklist
Guide at a Glance

Remember	Where
Purpose of Meeting	AWN
Child invited to Meeting	AWN
Agency Invited with Parent's PRIOR Consent	AWN
Post-Secondary Goals Updated Annually	WN
Post-Secondary goals age-appropriate assessments	IEP 9D
Measurable Post-Secondary Goals in Education/Training	IEP 9D
Measurable Post-Secondary Goals in Employment	IEP 9D
Measurable Post-Secondary Goals in Independent Living	IEP 9D
Course of Study (4 years)	IEP 9E
Transition Services (*NOT* "Child will…" statements)	IEP 9F

Indicator 14: Post-school Outcomes for Students with IEPs

Indicator 14 reports whether our students with Individualized Education Programs (IEPs) are in school or have a job one year after they leave high school by graduating, aging out at age 22, or dropping out.

Why is Indicator 14 important?

What factors affect Indicator 14 results?

Indicator 14: Post-school Outcomes for Students with IEPs

OSEP requires a report of "the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and within one year of exiting high school were:

A. Enrolled in higher education

B. Enrolled in higher education or competitively employed

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment"

B-14 Helps Answer Questions Like:

➢ For students who are successful, did school help and how?

➢ For students who aren't successful, could school have done anything differently/better?

➢ What kinds of supports do young adults need most after high school?

➢ What changes are needed to better support students, families, schools, agencies?

Using Transition Indicators to Improve What We Do

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

Not so good?

Good?

Why? Why Not?

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

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Complete Survey to receive your Contact Hour certificate

Link to SURVEY: **CLICK HERE**

Transition Planning Resources:

https://www.maine.gov/doe/learning/specialed/transition

Professional Learning Page:

https://www.maine.gov/doe/learning/specialed/pl/transitionplanning

Contact Info:

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