

**SPPR/APR Educational/Community Partner Meeting
FFY 2022**

Breakout Discussion Group 5: Indicator 13 Secondary Transition and
Indicator 14 Post-School Outcomes
December 8, 2023 - 9:40-10:40 AM

Indicator 13 and 14 Slides Presentation Link:

<https://drive.google.com/file/d/1PjPQ8TCOJRJeiotLD2u7fGzVO7HF3MQB/view?usp=sharing>

Summary of Presentation

INDICATOR 13 - Secondary Transition

What does the data show since the establishment of the baseline?

- Continued improvement to address all eight components of Indicator 13 to meet 100% compliance. Data shows higher percentages for components 1-5, 7, and 8. Component 6 (Are there annual IEP goals related to the student's transition service needs?) showed a dip in education, training, and employment; Independent Living Skills results increased.
- The percentage of IEPs reviewed that met the requirement of Indicator 13 has been increasing from 20-21 at 14.12%, 21-22 at 18.52%, and 22-23 at 23.92% (preliminary).

What are the current strategies for improvement?

- The Monitoring and Compliance Branch (MAC) and the Exceptional Support Branch (ESB) provided training across the State on Indicator 13.
- Websites created for Transition Assessment. All teachers in the State have access to resources and events regarding postsecondary transition.
- School-Based Enterprise to Work-based Learning (WBL) Project - 15 schools will obtain funding for a school-based enterprise, WBL Coordinator, Job Coaches, and Stipends in order to increase employment opportunities for our students in certificate tracks.
- Quarterly Transition Meetings: Interagency meetings where partner agencies present their resources for transition teachers.
- DVR Guidelines: DVR Guidelines will be published and trained to the Districts in order to create transition teams at the schools.

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?

- The current strategies are working with the data demonstrating steady growth. There are fewer IEPs missing component 7, the student being invited to the IEP.
- Ensure appropriate assessments are being conducted to gather transition information (preferences, interests, strengths, and needs (PINS)) in the areas of education, training, employment, and independent living. Provide schools with a variety of assessment options and training on how to utilize them.
 - ESB is concentrating on providing schools with Transition Assessment kits and training. ESB also visited most of the High Schools in the State to provide the Assessment Kits and training and will continue to visit High Schools to ensure they all receive the Transition Assessment kits and training.
- There will be a future discussion about certificate vs diploma tracks for students with disabilities.

- Parents need to be educated on the different tracks available for students: what the criteria are and what the post-high school options are for both.
- Other agencies are also monitored for this data (e.g., students receiving a diploma) and recommend that families are better informed; some feel pressured to follow the diploma track.
- ESB can focus efforts on establishing a foundation for training post-secondary transition principles in order for Districts to replicate State training.
- Support school teams to have knowledge and necessary outside agency connections to guide IEP teams to make informed transition planning decisions.
 - Participating outside agencies should be able to offer what they can provide (and not what they cannot).
- Increase student engagement in the transition planning and IEP meeting participation beyond being invited to attend their meeting.
- Build student self-determination and advocacy.

INDICATOR 14A - Enrolled in *Higher Education*

What does the data show since the establishment of the baseline?

- Data shows higher education is fairly stable.

What are the current strategies for improvement?

- UH Manoa Center for Disability Studies (CDS) will provide training in partnership with ESB, for IDEA students who would like to attend college. These trainings will be offered to the individual High Schools, can take place by request of the school, and at the Quarterly Transition Meetings.

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?

- Indicator 14 data shows it was highest among the States
- ESB can offer support and training to the middle schools to start the education of certificate and diploma tracks early
- Provide schools with the DVR guidelines and create school-DVR work teams to ensure students get pre-employment transition services and VR services before exiting the DOE.
- ESB can join with the School Counselor's Training partner to engage in protocols for our certificate-track students and also to receive college and career counseling if needed.

INDICATOR 14B - Enrolled in Higher Education or *Competitively Employed*

What does the data show since the establishment of the baseline?

- Data showed a slight dip in this area.

What are the current strategies for improvement?

- There are multiple methods of reaching parents. Whereas we used to only mail the surveys, now the schools can reach parents via phone, text, etc, to find out if the student is employed or in higher education.
- During the Quarterly Meetings, connections are made within the Department as well as those in other state offices to assist with community college entrance and services.

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?

- Bring support to the IEP teams to discuss the certificate and the diploma route.

INDICATOR 14C - Enrolled in Higher Education or *in Some Other Postsecondary Education or Training Program*; or Competitively Employed or *in Some Other Employment*

What does the data show since the establishment of the baseline?

- We have shown some improvement.

What are the current strategies for improvement?

- School-Based Enterprise to Work-Based Learning Project: 15 High Schools will receive funding, training, and curriculum for our certificate track students.
- Website with partner agency, parent, and student information

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?

- Students enrolled in CTE courses and DVR have more success than the students who leave DOE with no support. Strategies for students to retain employment will be to provide job coaches and stipends in their community work-site environment.
- For all post-school outcomes, consider that some parents may have decided to exit their child from the Department due to a lack of services available for their child.

INDICATOR 14 RESPONSE RATE/REPRESENTATIVENESS

What does the data show since the establishment of the baseline?

- Students surveyed have exited the Department in categories of:
 - Graduated with a high school diploma
 - Received a certificate
 - Reached maximum age
 - Dropped out, which includes if a student left the Department before reaching the maximum age and did not receive a certificate
- Better survey completion rates have dipped during the pandemic and then rose again.

What are the current strategies for improvement?

- We now have online and phone calls and a hard copy survey.

Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?

- The rate of response has gone up due to multiple methods of reaching out to students and their guardians.

INDICATORS 13 and 14: Secondary Transition and Post-School Outcomes

What are the current strategies for improvement?

- 1) Focus on Transition Assessments - Website with videos, assessment tool kit, school visits; ongoing support and training to the schools

- 2) Build awareness, use a variety of assessments
 - a) Building on a foundation of using assessments - variety based on what students know about
 - i) How to deliver
 - ii) What to deliver,
- 3) School-Based Enterprise project - only for certificate students to be efficient in their job skills when they exit DOE.
 - a) Independence, self-determination
 - b) WBL coordinator, curriculum, etc.
- 4) Transition Work Group - CBI Guidelines will be created 23-24
- 5) Career and Technical Education - SPED teachers are being trained alongside our CTE educators, working together to find community businesses. District training will be conducted 24-25.
- 6) Google Classroom for Transition Resources - Transition teachers have access to State delivered resources and events that pertain to Transition
- 7) Post-Secondary Transition website - moved to a public website so that parents can also receive this information.
- 8) DVR/DOE Partnership
 - a) Quarterly Transition Meetings with DDD, CDS, DVR, and DD Council → interagency collaborative teams within Districts
 - b) DVR/SEA State Education Agreement
 - c) Guidelines - release at quarterly transition meeting for feedback
 - d) Training - Districts
- 9) Technical Assistance from NTACT
- 10) DVR: transition planning
 - a) More students referred to DVR not only PE for 5 Pre-ETS but VR case management (ongoing support)
 - b) Build training through employment - WBL experiences, capable of gaining employment
 - i) Build understanding/awareness on SSI, SSDI benefits not impacted by earned income, ABLE Accounts
 - ii) Summer youth employment programs
 - c) It doesn't have to be a paid employment; assist families in finding supportive employment
 - d) We have a list of CPRs.

Ideas for Improving Post-School Outcomes

Continue Quarterly Meetings
 Emphasize to schools that students can attend college - Promote Center for Disability Studies (CDS) programs and Ithinkcollege, etc.
 Promote school inclusion policies for IDEA students to access all work-based learning programs in CTE (no matter what track they are in certificate vs. diploma)