

**End of Year Grant Summary Report
2012-2013**

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Project acronym: **INSTRC**

Project title: **Indiana Secondary Transition Resource Center (Transition to Adulthood)**

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Introduction

The Indiana Secondary Transition Resource Center (INSTRC) provides supports to middle and high school professionals to help them partner with students and families in order to improve postschool outcomes in the areas of college, careers, and community life. INSTRC personnel are working closely with Indiana's transition teachers, school administrators, family and student advocates, and state agencies to help transition leaders guide students through pathways that impact their academic, career, interpersonal relationship, and life skill decisions and goals.

The INSTRC framework is based on the research of the National Secondary Transition Technical Assistance Center (NSTTAC). The framework concentrates on student-focused planning, student development, family involvement, interagency collaboration, and program structures—areas NSTTAC has identified as key to successful student transitions.

I. Summary of Results

Goals	Indicator	Activities and Outcomes
1. Build knowledge and capacity for transition education and services.	1, 2, 13 & 14	<ul style="list-style-type: none"> • Reviewed 505 Transition IEPs for compliance. • Analyzed IEP data (10 questions, 33 data points) and developed reports for over 110 school districts. • Developed statewide professional development plan for upcoming year. • Developed 16 unique products for capacity building. • Worked with NSTTAC as an intensive site to build capacity statewide. • Worked with 2 local districts to serve as site for youth leadership/self-determination training. • Sent out weekly Tuesday’s Transition Tips for Teachers to over 2,500 individuals on listserv. • Worked with NSTTAC as an intensive state recipient. • Worked with the National Postschool Outcomes Center as an intensive state recipient.
2. Provide technical assistance, professional development, and resources to identified LEAs.	1, 2, 8, 13 & 14	<ul style="list-style-type: none"> • Provided 18 districts and/or cooperatives identified by IDOE as needing support with some level of targeted/intensive assistance. • Provided training and technical assistance to an additional 14 districts and/or cooperatives who requested assistance. • Conducted “root cause analysis” (2-3 Transition IEPs per teacher) to determine systemic, building, or teacher- level needs. • Provided approximately 702 hours of coaching, technical assistance, and professional development through targeted and intensive assistance (140 activities) to districts.
3. Develop an infrastructure of professional development activities and capacity building that allows for scaling up evidence-based programs.	1, 2, 8, 13 & 14	<ul style="list-style-type: none"> • Seven Cadres of Transition Leaders developed an action plan (based on a team planning tool adapted from NSTTAC) with a specific area of focus. • Conducted Cadre leader facilitator training on June 12, 2013. • Hosted and facilitated the Cadre Capacity-Building Institute on June 12-13, 2013, attended by 88 school personnel , IN*Source representatives, and Vocational Rehabilitation personnel, who heard presentations from local, state and national leaders. • Held a self-directed IEP regional training attended by 50 teachers and cadre members.
4. Clarify and examine policies and procedures that hinder	8, 13 & 14	<ul style="list-style-type: none"> • Met with State Transition Policy Workgroup to develop next steps and identify scope of work. • Fact sheets, common definitions, roles, and

transition services.		responsibilities will be developed in the upcoming 2 years.
5. Develop collaboration and coordination to enhance a seamless system of transition.	1, 2, 8, 13 & 14	<ul style="list-style-type: none"> • Developed healthcare training with Center for Youth and Adults with Conditions of Childhood (CYACC). • Developed a “white paper” with community employment providers with input from school personnel and submitted it to the Bureau of Rehabilitation Services.

II. Project Milestones and Accomplishments

1. Expanded knowledge and awareness of and built capacity for transition education and services.

- Implemented procedures for randomizing STNs for over 43,000 students, ages 14-21 years old, and for identifying 3% per district or a minimum of 3 and maximum of 10.
- Reviewed 505 Transition IEPs (10 question checklist, 33 data points) and analyzed data for over 110 districts to determine Indicator 13 compliance.
- Developed reports for each of the 110 districts in a PDF format and submitted data and statewide report to IDOE in October 2013.
- Developed statewide professional development plan for upcoming year based on the statewide indicator data that included products and local/regional activities.
- Developed 16 unique products for capacity building, including a Transition IEP rubric for individual teachers to review their own IEPs and an online transition assessment matrix to aid in identifying appropriate transition assessments. The online transition assessment matrix was developed in collaboration with the Northeast Cadre of Transition Leaders.
- Worked with two (2) NSTTAC sites to implement self-directed IEPs in the school.
 - Identified two local districts (Madison Grant and Marion Community) to serve as sites
 - Sites developed and implemented plans and shared the results of their work at a regional training in Muncie on September 5, 2013.
 - Conducted one regional training on self-determination and self-directed IEPs for teachers in the East Cadre.
- Shared new products, announcements of modules and trainings, evidence-based practices and updates on interagency collaboration, and Indiana events via 46 Tuesday’s Transition Tips for Teachers to over 2,500 individuals on listserv and 400 on The Learning Connection.
- Collaborated with the Indiana IEP Resource Center on annual goals and IEP changes around the summary of performance and independent living assessments section.

2. Provided technical assistance, professional development, and resources to identified LEAs.

- Provided targeted and/or intensive assistance to 18 districts and/or cooperatives assigned to INSTRC and identified by IDOE as needing supports.

- Provided training or technical assistance to 14 additional districts and/or cooperatives that proactively requested support from INSTRC to continue to improve their Indicator 13 data. (Please see table below of the assigned and other districts).

Local Districts

Assigned By IDOE	Districts/Cooperatives Requesting Training and/or Technical Assistance
Anderson	Adams Wells Special Services Cooperative
Bloomington Project School	Batesville
Burris Lab	Dubois-Spencer-Perry
Charter School of the Dunes	East Allen Schools
Elwood	East Chicago
Franklin Township	Elkhart Community Schools
Kokomo Central	Ft Wayne Community Schools
Kokomo Cooperative	Gibson County
Lawrence Township	Grant County Special Services
Madison Grant	Huntington County Community Schools
Milan	Johnson County Special Services
Mt. Vernon	North Central Cooperative
North Posey	North East Indiana Special Education Cooperative (12 districts)
Rochester	Ripley-Ohio-Dearborn
Shelbyville	
South Adams	
Wawasee	
Whitko	

- Conducted “root cause analysis” for each district so as to determine systemic, building, or teacher- level needs. The following were the general steps used for districts:
 1. Review of current Indicator 13 data.
 2. Identify previous training and support for compliance and quality (e.g., face-to-face, online modules, in-house training/coaching) and develop training plan if needed.
 3. Conduct root cause analysis - Review three (3) IEPs per teacher, using the Transition IEP checklist with notes.
 4. Analyze data based on the Transition IEP Rubric: 3= Quality; 2= Compliant; 1= Noncompliant.
 5. Develop common themes of noncompliance and issues.
 6. Identify quality Transition IEPs for district examples.
 7. Conduct conference call and/or meeting with director to discuss results and develop a revision and process plan prior to meeting/coaching with individual teachers.
 8. Meet with individual to arrange teacher coaching and feedback sessions.
 9. Based on coaching (or mentoring if needed in classroom) with individual teacher, determine ongoing need for future coaching, schedule, and format (e.g., face-to-face, phone call or emails).

10. Continue to support department chair, transition personnel, assistant director and/or director as they build capacity and improve processes.

- Provided approximately 702 hours of support to 937 teachers in their districts with 122 hours of technical assistance, 384 hours of coaching, and 196 hours of professional development activities provided by INSTRC staff.

3. Developed an infrastructure of professional development activities and capacity building that allows for scaling up evidence-based programs.

The Cadres of Transition Leaders are divided regionally based on the seven Indiana Council of Special Education Administrators (ICASE) education roundtables. Transition Leaders Cadre representatives include: transition specialists or coordinators, high school department chairs, special education coordinators/supervisors, assistant directors, or directors of special education.

- Based on the Transition Team Planning Tool (adapted from NSTTAC), data collected a second time and was aggregated and analyzed to identify priority goals for each of the Cadres. Seven Cadres of Transition Leaders developed an action plan. Areas of focus and development for each cadre included: useful family involvement strategies, procedures for interagency collaboration, a matrix of transition resources, strategies to increase self-determination in transition-age students, and the identification of types and use of data related to transition assessment and the planning process.
- On June 12 and 13, 2013, INSTRC collaborated with NSTTAC to plan and implement a Cadre of Transition Leaders Institute to bring all seven Cadres together for a second time. The facilitators met with their cadre members to plan for the following school year.
- Eighty-eight (88) school personnel, IN*Source representatives, and VRS personnel attended the Cadre of Transition Leaders Building Capacity Institute.
- Transition Cadre support for ongoing action plan development and implementation was provided by INSTRC staff based on the Cadres' regularly scheduled meetings.
- Cadres shared the results of their work from the 2012-2013 school year during the Institute and these products have since been disseminated by featuring them on the Cadre page on the INSTRC website at <http://www.iidc.indiana.edu/index.php?pageId=3648>
- INSTRC created a video about the Cadres, disseminated it as a Tuesday's Tip, and posted it on the INSTRC website at <http://www.iidc.indiana.edu/index.php?pageId=3648>

4. Examine Vocational Rehabilitation Services (VRS) and Bureau of Developmental Disabilities (BDDS) policies and procedures that may be hindering the provision of transition education and services.

- Continued to meet with the "290" State Transition Policy Workgroup to clarify policies and procedures as well as develop next steps for the group, including fact sheets, clarifying roles/responsibilities for local communities, and definitions. The work will continue for the next 2 years.
- Included VRS and BDDS in the Cadre of Transition Leaders Day to clarify policies and procedures and provide updates from within their respective agencies.

- Continue to clarify policy issues with BDDS.

5. Develop collaboration and coordination to enhance a seamless system of transition.

- Involved IN*SOURCE in the planning of the Cadre Institute and representation on each Cadre.
- Collaborated with IN*SOURCE to develop and disseminate six (6) informational videos about transition for teachers and families of youth in transition. The videos can be found on the INSTRC website at:
 - Diploma/Certificate Decisions: <http://www.iidc.indiana.edu/index.php?pageId=3642>
 - Transition Resources for Families: <http://www.iidc.indiana.edu/index.php?pageId=3652>
 - Transition Success Stories: <http://www.iidc.indiana.edu/index.php?pageId=3653>
- Developed and disseminated an online training on transition and healthcare, in collaboration with CYACC.

III. Project Measurement

Project measurement remained the same for the 2012-2013 contract year. The INSTRC logic model was used to guide the evaluation of our work, and data was collected through a variety of means including:

- Number of participants in training, modules, coaching, and technical assistance
- Participant feedback surveys
- Root cause analysis and “before and after Transition IEPs”
- Website tracking data
- Brilljant data system—contracted by IDOE to develop a web-based data system for all of the resource centers to use (irndata.com)
- Internal data collection
- Statewide Indicator 13 data
- Specific district Indicator 1, 2, 13, and 14 data

INSTRC staff continued to meet regularly (bi-weekly to monthly) to review data, provide updates on progress on activities, and discuss local district issues. The information provided direction in terms of products and professional development. Additionally, through INSTRC staff meetings, a number of additional lessons learned emerged and effective strategies were identified.

Summary of Project Measurement

Title/Topic	Format	Number of participants	Type of Data	Evaluation Availability
Transition IEP: Self-guided tutorial	Module	774	Survey	complete data available upon request
Transition Assessment	Module	1,094	Survey	complete data available upon request

Beyond an Apple a Day: Teaching Students with Disabilities to Manage Their Own Healthcare	Module	343	Survey	complete data available upon request
Self-Determination and Student Involvement in the Transition IEP, Regional Training	Face-to-face	50	Survey	complete data available upon request
Cadre of Transition Leaders Capacity Building Institute	Face-to-face	88	Survey	complete data available upon request
District feedback after professional development, coaching and/or technical assistance	Face-to-face	Estimated 900 individuals	Survey	complete data available upon request
Root cause analysis	IEP	23 districts/ 200+ IEPs	Checklist	Before and after Transition IEPs
Product development and dissemination (*See Products section)				Number disseminated
Analysis of yearly statewide Indicator 13 data	NA	2010-2011 2011-2012 2012-2013	Checklist	See below

The statewide Indicator 13 summary assisted in identifying targeted professional development activities or module development. Below is a summary for the 2011, 2012 and 2013 statewide Transition IEP reviews.

Transition IEP (Indicator 13) Statewide Summary

Transition IEP Indicator	Year	Education/Training	Employment	Independent Living
Q1. Is there evidence that the student was invited to the Transition IEP meeting?	2011	93%		
	2012	100%		
	2013	100%		
Q2a. Can the goal(s) be measured?	2011	88%	87%	84%
	2012	89%	87%	90%
	2013	95%	93%	95%
Q2b. Will the goal(s) occur after the student graduates/transitions from school?	2011	95%	95%	89%
	2012	95%	94%	94%
	2013	97%	96%	97%
Q2c. Based on the information available, does the post-secondary goal seem	2011	94%	94%	87%
	2012	95%	93%	92%

appropriate for this student?	2013	97%	96%	97%
Q3. Is there evidence that the measurable post-secondary goals were based upon an age-appropriate transition assessment?	2011	77%	77%	64%
	2012	82%	81%	83%
	2013	90	90%	89%
Q4. Are the post-secondary goals updated annually?	2011	98%	98%	96%
	2012	99%	99%	99%
	2013	99%	100%	99%
Q5. Is there documentation regarding whether the student will pursue a diploma or certificate of completion?	2011	99%		
	2012	100%		
	2013	100%		
Q6. Is (are) there measureable annual Transition IEP goal(s) that reasonably enable the student to meet his/her post-secondary goals?	2011	90%	90%	85%
	2012	88%	88%	93%
	2013	89%	89%	90%
Q7. Are there transition services in the Transition IEP that focus on improving academic & functional achievement of the student to facilitate movement from school to post-school?	2011	77%	77%	77%
	2012	93%	93%	92%
	2013	96%	95%	89%
Q8. For transition services likely to be provided or paid for by other agencies with parent or student (once the age of majority is reached) consent, is there evidence that agency representatives were invited to the IEP meeting?	2011	86%	87%	32%
	2012	98%	98%	37%
	2013	NA	NA	NA
Q9. Do the transition services include a course of study that focuses on improving achievement of the student to facilitate their movement from school to post-school?	2011	94%	94%	97%
	2012	80%	80%	95%
	2013	100%	100%	100%
Q10. Overall Compliance	2011	45%		
	2012	52%		
	2013	79%		

IV. Products

Data from the statewide Indicator 13 report and comments from the noncompliant Transition IEPs are used to inform the needs assessment for INSTRC's professional development plan and outreach activities. In addition to the 16 unique products developed and disseminated to improve knowledge, skills, and access to information described in the Project Milestones and Accomplishments section, outreach efforts for the 2012-2013 grant year also included:

Resource	Number disseminated through downloads and/or hard copies
Community Resource Map http://www.instrc.indiana.edu	Page views: 681 Visits: 471 Unique visitors: 225
Is College for You: Setting Goals and Taking Action http://www.iidc.indiana.edu/styles/iidc/defiles/instrc/College4U-5.pdf	3,030 disseminated
Roadmap to Choosing an Employment Provider	356 disseminated
Student Folders for Transition Assessments http://www.iidc.indiana.edu/index.php?pagelid=3468	5,800 disseminated
Transition Assessment Resource Guide http://www.iidc.indiana.edu/index.php?pagelid=3468	91 hard copies disseminated Page views on INSTRC website: 3,126
Transition Assessment Matrix http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/transition_matrix/Transition_Matrix.html	Page views: 4,015 Visits: 3,087 Unique visitors: 1,286
INSTRC Website: Overall http://www.instrc.indiana.edu/	Page views: 47,883 Visits: 10,473 Unique visitors: 6,068
INSTRC Website: Trainings Page http://www.iidc.indiana.edu/index.php?pagelid=3556	Page views: 536
INSTRC Website: Professional Development Resources Page http://www.iidc.indiana.edu/index.php?mode=mod_resources&action=filter_form&pagelid=3304&form_id=2	Page views: 953
Other INSTRC Website Data	Avg. time spent on the INSTRC website: 7:54 Avg. pages viewed/visit: 6:34 Bounce rate: 1.02%

V. Lessons Learned from Project Implementation

The ongoing work of the INSTRC team has led to the identification of lessons learned from their work in districts and statewide efforts. These lessons and issues include accountability, district systemic issues that impact general and special education, overall compliance issues, and lack of community connections. Some of the lessons and issues are described below.

Secondary Transition Education and Services:

- Many districts continue to look at transition education and services separately, rather than supplementing what is already occurring in the general education setting or the district for all students

- Lack of training for teaching assistants/education assistants continues to be a challenge. With the reduction to 30 hours per week by many districts, there is not time for needed training.
- Teachers have difficulty supporting students' transitions and their postsecondary goals, due to the teachers' limited knowledge of adult services, supports, and options for adults with disabilities.

Transition IEP Development:

- Teachers think they must administer the transition assessments, collect all of the annual goal data, and provide the transition services by themselves, thus creating undue stress and the lack of creative use of assessments, specific annual goals, and appropriate transition services.
- Teachers have difficulty writing useful goals for students who are on consult or are not seen by the teachers in a class.
- Overall, there has been much improvement in the quality of the Transition IEPs in many districts, however, ongoing compliance issues often tend to be caused by simple errors or careless mistakes.
- There is an ongoing need to continue to build local district capacity as teachers change and new teachers and administrators are hired.