Pn2 Summit: 2012–2016

NDC
National Deaf Center
on Postsecondary Outcomes

Summary

The overall goal of the Building State Capacity Summit series was to promote successful outcomes for students leaving high school, whether matriculation in a postsecondary education or training program or employment. Young adults who are deaf face barriers that inhibit these successful outcomes. One way to mitigate these barriers is by improving the way that services are provided. To this end, the summit series sought not only to offer information that promotes such change, but also to provide an opportunity to implement and demonstrate change in areas such as services delivery, policy development and implementation, and cross-systems coordination.
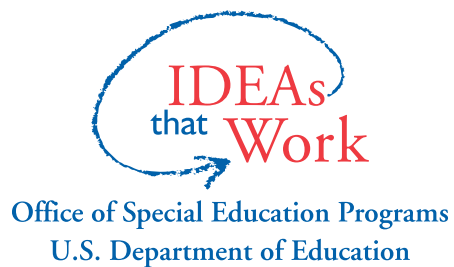
Building State Capacity to Address
Critical Issues in Deaf Education:
Transition from Secondary Education to Postsecondary Options

Goal of the Summit Series

The overall goal of the *Building State Capacity Summit* series was to enhance successful outcomes for students leaving high school, whether it is matriculation in a postsecondary education or training program, or employment. Young adults who are deaf or hard or hearing face barriers that inhibit these successful outcomes. One way to mitigate these barriers is by effecting positive change in the way services are provided. To this end, the Summit Series sought to not only offer information that enhances change, but provide an opportunity to implement and demonstrate change in areas such as service delivery, policy development and implementation, and/or cross-systems coordination.

Summit Annual Meetings and Anticipated Outcomes

The Summit Series included annual meetings of state teams through 2016, and provided regular opportunities for knowledge acquisition and support for the development and implementation of state plans.

At the conclusion of the Summit Series, we expected each state team to report/demonstrate one clearly identified (tangible) change practice that occurred within their state, institution, or stakeholder group as a result of participating in the Summit Series.That information is being compiled in fall 2016 as part of the state teams' reports. In addition, pepnet 2 is in the process of developing a document that shares the experiences and accomplishments of the participating state teams.

Team Responsibilities and Membership

Teams from each state were invited to participate in the annual *Building State Capacity Summit* working meetings, and were encouraged to continue working throughout the year as a team to develop and implement their state plans. During the annual meetings, teams reviewed critical issues, exchanged information, and established strategies to support programs and services that increase the number and proportion of students who continue past high school and complete postsecondary programs or become employed.

Diverse teams are both valued and necessary for change to occur. The team members represented a variety of stakeholder groups, including educational administrators, vocational rehabilitation personnel, parents, transition services staff, postsecondary program professionals, community-based agency staff, independent living center personnel, and personnel preparation program faculty.

Supporting U.S. Department of Education Initiatives

Pepnet 2 supported the development and use of evidence-based and promising practices in the provision of services to students and youth who are deaf or hard of hearing. Through our efforts as a national center, we shared resources with stakeholders at the state and local levels to empower them to address the needs of students and youth as they leave high school and participate in

postsecondary education, training, and employment. State team members, as well as other stakeholders, have had access to these resources.

Through the Summit, pepnet 2's resources and services provided helpful information and strategies to address expectations related to State Systemic Improvement Plans (SSIP), which are part of the Results Driven Accountability (RDA) initiative through the U.S. Department of Education to improve results and outcomes for students with disabilities. Additional information about RDA, SSIP, and the Department's efforts at improving results may be found online at OSEP's *Results Driven Accountability* (http://www2.ed.gov/about/offices/list/osers/osep/rda/index home page, including the *Joint Letter to Chief State School Officers about RDA* (http://www2.ed.gov/about/offices/list/osers/osep/rda/0509 lette-to-chiefs-final.pdf).

Summit Webinar Series

To support state teams and provide additional information about critical transition issues, the Summit offered a series of short webinars that address each of the *Taxonomy for Transition Programming* categories. To view these, go to the "**Webinars (http://www.pepnet.org/webinars)**" link.

The *Building State Capacity Summit* was designed to bring a variety of key

(/contact)

stakeholders together to review critical issues, exchange information, and develop a plan to address the issues within a state. Using the framework provided in the *Taxonomy for Transition Programming* (Kohler, 1996), state team members have been working together for several years to develop and implement a plan that results in an increased the number and proportion of students who continue past high school and complete postsecondary programs or become employed. This section includes a review of the accomplishments through 2016.

Building State Capacity to Address Critical Issues
in Deaf Education: Transition from Secondary Education to Postsecondary Options

The 2015 Building State Capacity Summit in Washington DC provided participants an opportunity to learn from content experts, meet with state team members, and exchange information and ideas about issues related to developing and implementing state team plans. Team members from 49 states, Puerto Rico, the U.S., Virgin Islands, and Washington DC participated. To continue the dialogue with colleagues throughout the year, state team members were encouraged to join and participate in the Summit Community of Practice, available on the pepnet 2 website.

Meeting Agendas - Printable Information

- DC 2015 Summit Agenda (http://www.pepnet.org/sites/default/files/summit/dc/dcsumr
- DECSEA affiliated meeting agenda (http://www.pepnet.org/sites/default/files/summit/dc/decsea
- SCD affiliated meeting agenda (http://www.pepnet.org/sites/default/files/summit/dc/scdage

Presentation Handouts - Printable Information

- Implementation Strategies: Scaling Up
  (http://www.pepnet.org/sites/default/files/summit/dc/fixsenir
  (Fixsen)

- Leading by Convening: The Power of Authentic
  Engagement
  (http://www.pepnet.org/sites/default/files/summit/dc/cashma
  (Cashman)

- Legal rights beyond the educational setting
  (http://www.pepnet.org/sites/default/files/summit/dc/holmes
  (Holmes)

- Assessing Transition Skills
  (http://www.pepnet.org/sites/default/files/summit/dc/martint
  (Martin)

- Utilizing Technology for Access Services (Camp)

Small Group Discussions - Printable Notes

- World Café -- What strategies are working that support
  collaboration?
- Challenges / Lessons Learnd Discussions

**If you have any questions about the Summit, please contact us
at** summit@pepnet.org (mailto:summit@pepnet.org?subject=Summit)

**Thank you for your commitment to attending the Summit and
engaging in ongoing work back in your states throughout the
year.**

Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary Education to Postsecondary Options	Building State Capacity

Regency Ballroom	Hyatt Regency Crystal City at Reagan National Airport

Wednesday January 21, 2015

Time	Activity
1:30 – 1:45 pm Large group session	**Welcome / Summit Overview** **State team showcase videos**
2:00 - 3:00 pm Large group session	**Keynote Presentation** **Larry Wexler, OSEP and Carol Dobak, RSA** Transition services traditionally have been described as part of special education programming; however, recent amendments to the Rehabilitation Act require increased collaboration between educators and rehabilitation services personnel. The opening session will share the vision of utilizing interagency strategies to support positive transition outcomes. Representatives from several federal offices will provide Summit participants with the vision for and relationships between education and VR as youth who are deaf or hard of hearing go through the transition process.
3:15 – 5:00 pm Small groups	**World Café -- What strategies are working that support collaboration?** This session is a follow-up to opening presentation on collaboration.

Thursday January 22, 2015

Time	Activity
8:30 – 8:45 am Large group session	**Overview of the day's activities** **State team showcase videos**
8:45 – 9:30 am Large group session	**Implementation Strategies - Scaling Up** **Dean Fixsen, SISEP** http://sisep.fpg.unc.edu
9:45 – 11:00 am Small groups	**Knowledge Sessions**
	Implementing a statewide needs assessment Stephanie Ray-Oyler, Dana Lattin http://transitioncoalition.org/transition
	Legal rights beyond the educational setting Tawny Holmes http://nad.org/issues/about-law-and-advocacy-center
	Assessing transition skills Jim Martin https://tagg.ou.edu/tagg/

	Parental engagement in the transition process Theresa Johnson, Gary Montgomery, Teresa Nold, Susan Rolinger
	Utilizing technology for access services Cindy Camp
11:15 - noon Large group session	**Report-out from DECSEA and SCD pre-Summit affiliated meetings** Participants from the pre-Summit affiliated meetings will share key points from their discussions related to transition and interagency collaboration at the state and local level.
noon – 1:45 pm Large group session	**Working Collaboratively - Large Group Presentation** **Joanne Cashman, IDEA Partnership** http://www.ideapartnership.org/
2:00 – 4:15 pm State team meetings	**State Team Planning Time** State teams will review their accomplishments to date, assess their progress in the goal attainment scaling process, and outline plans for the final year of work. During this session, the teams should focus on these topics: • What did we accomplish and how do we know it? (Milestones and time-referenced accomplishments) • What lessons did we learn, to date, through this process? • What challenges did the team encounter and how did the team mitigate them? • Are we confident that we will meet our GAS? To what extent/percent do we feel that confidence? • Does the team have any evaluation data yet? What tools were used, or what tools will be used? Do any tools still need to be developed? • List at least 1 positive take-away from this experience. Teams will also use part of this time to have a group photo taken and also verify the info about the team that is posted on the new Summit webpage.
4:30 – 5:00 pm Large group session	**Afternoon wrap-up** **State team showcase videos**

Friday January 23, 2015	
Time	**Activity**
8:30 – 8:45 am Large group session	**Overview of the day** **State team showcase videos**
8:45– 10:00 am Small groups	**Small group discussions** As teams begin to implement their plans, they will likely face unexpected twists and turns in the process. What are we learning from our work? What do we still need to know? These small group discussions will provide participants an opportunity to explore challenging issues that teams may face. Participants will share what their team has done and what they've learned in the process. • What lessons did we learn, to date, through this process? • What challenges did teams encounter and how did they mitigate them?

10:30– 11:30 am Large group session	**Employment panel** A panel of **employers** and **employees** will address topics such as: • What they look for in potential employees and their expectations for deaf and hard of hearing employees / what they expected when they entered the workplace • The access services they provide or requested • How they suggest their employees advocate for their rights and communication access needs / how they use self-advocacy skills • Resources they provide for deaf or hard of hearing employees / resources that would be helpful to support a good transition to work
11:45 am – 1:45 pm State team meetings	**State Team Planning Time** State teams will continue to review their accomplishments to date, assess their progress in the goal attainment scaling process, and outline plans for the final year of work. During this session, the teams should focus on these topics: • What still needs to be done to reach our goals? Do the Conceptualization Plan and Work Plan accurately (and adequately) address the work ahead? • Are we confident that we will meet our GAS? To what extent/percent do we feel that confidence? • Does the team have any evaluation data yet? What tools were used, or what tools will be used? Do any tools still need to be developed? Teams will also use part of this time to have a group photo taken and also verify the info about the team that is posted on the new Summit webpage.
2:00 – 2:30 pm Large group session	**Next Steps**

Deaf Education Consultants in State Education Agencies

Hyatt Regency Crystal City   Arlington Room

Summary

On January 20-21, 2015, 18 deaf education consultants from state departments of education participated in a pre-Summit affiliated meeting. Meeting prior to the Summit gave them the opportunity to exchange information and discuss about effective ways of providing services. They identified emerging issues and potential solutions, and investigated strategies for staff development on issues relevant to student success (in-school success and post-school success). During the Summit, two representatives from this discussion participated on a panel with two colleagues who represented state vocational rehabilitation services.

Tuesday January 20, 2015

1:00   **Welcome / Introductions / Expectations**
Brief comments about what you would like to see happen with students / youth in transition.

1:30   **Topic: Roles and responsibilities**
What are the roles consultants are playing in their respective states related to transition? How has your state agency collaborated with other agencies or organizations to support/enhance transition services? Describe any exemplary or effective practices in these interactions. Describe any formal interagency agreements that already exist (or are under development) with VR. What role does VR have in transition activities in the state?

3:00   **Topic: Educational interpreting project dialogue** (Leilani Johnson, Susan Brown, Laurie Bolster)
The Office of Special Education Programs awarded a grant (H325K100234: 2010-2104) to the University of Northern Colorado-DO IT Center focused on improving the services of educational interpreters in K-12 settings. One aspect of the award was designed to identify and describe patterns of practice that exist within the work of educational interpreters. As a result, a multi-step, multi-year, national project was undertaken. The preliminary findings of four significant explorations will be discussed during this session: Study 1: National Survey of Educational Interpreters, Study 2: National Summit on Educational Interpreting, Study 3: Investigation of State Standards, and Study 4: EIPA Analysis. Short presentations of the findings from each study will be followed by a facilitated group discussion: What do state-level administrators confirm in the findings and are there other patterns that need to be considered?

5:00   Working dinner with hors d'oeurves (provided through DECSEA funds)

6:30   Session closes

Wednesday January 21, 2015

8:30　　　　　**Review of expectations**

8:45　　　　　**Topic: Self-advocacy and outreach to schools and programs across the state**
　　　　　　　What programs/resources are being used to support the development of self-advocacy skills?　How are outreach services being utilized to share information and resources about transition to mainstream programs and special schools across the state?　What differences do you see in how districts approach transition services for students who are deaf or hard of hearing, including districts with low numbers of students who are deaf or hard of hearing?

10:30　　　　**Topic: Data collection related to transition and post-school outcomes**
　　　　　　　Describe any effective practices in states regarding the collection and use of data. What strategies might be used to influence the collection of data from both mainstream and school for the deaf populations?　Are there ways of facilitating some consistency across a state (and/or the nation) in data collection and reporting processes?

12:00　　　　Morning session closes
　　　　　　　Prepare brief report to be shared during the Summit.

References

Report to the Ranking Member, Committee on Education and the Workforce, House of Representatives (GAO-12-594), dated July 12, 2012. "Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition from High School." http://gao.gov/products/GAO-12-594

Technical Assistance Circular (TAC) 14-03, dated May 6, 2014, "Transition Planning and Services Provided through the State Vocational Rehabilitation Services Program."
 http://www2.ed.gov/policy/speced/guid/rsa/tac/2014/tac-14-03.pdf

State Coordinators of the Deaf (Vocational Rehabilitation)

Hyatt Regency Crystal City   Fairfax/Prince William Room

Summary

On January 20-21, 2015, 31 State Coordinators of the Deaf from state vocational rehabilitation agencies participated in a pre-Summit affiliated meeting. Meeting prior to the Summit gave them the opportunity to exchange information and discuss about effective ways of providing services. They identified emerging issues and potential solutions, and investigated strategies for staff development on issues relevant to student success (in-school success and post-school success). During the Summit, two representatives from this discussion participated on a panel with two state deaf education consultants.

Tuesday January 20, 2015

1:00   **Welcome / Introductions / Expectations**
Brief comments about what you would like to see happen with students / youth in transition.

2:00   **Topic: VR interaction with SEAs, LEAs, and special schools**
Describe any exemplary or effective practices in these interactions. Describe any formal interagency agreements that already exist (or are under development) with SEAs/LEAs. How does your agency work with students in mainstream settings? Describe any experiences working with students who have 504 plans, but not IEPs.

3:30   **Topic: VR involvement with helping students identify goals and begin planning for the future**
What is the role of VR counselors and school personnel in these activities? Describe any exemplary or effective practices in these interactions. What resources or tools have been helpful in this process?

5:00   **Afternoon session closes**

Wednesday January 21, 2015

8:30   **Review of expectations**

8:45   **Topic: Youth summer employment and internship experiences**
Describe any exemplary or effective practices related to career awareness, career exploration, or employment experiences.

10:30   **Topic: Data collection / data sharing between state departments of education and VR**
How do we gather and use data to benefit student outcomes? What types of collaborative agreements have been developed to streamline the process of documenting progress and success? Describe any strategies that have been effective in working within and across large state agencies.

12:00   **Morning session closes**
Prepare brief report to be shared during the Summit. Two SCDs will represent the group at the fireside chat on Thursday at 11:15 – noon.

References

Technical Assistance Circular (TAC) 14-03, dated May 6, 2014, "Transition Planning and Services Provided through the State Vocational Rehabilitation Services Program."
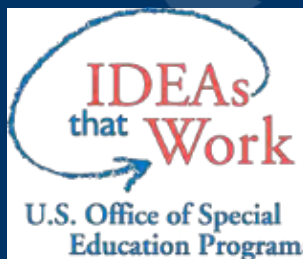http://www2.ed.gov/policy/speced/guid/rsa/tac/2014/tac-14-03.pdf

Report to the Ranking Member, Committee on Education and the Workforce, House of Representatives (GAO-12-594), dated July 12, 2012. "Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition from High School." http://gao.gov/products/GAO-12-594

Implementation Strategies: Scaling Up

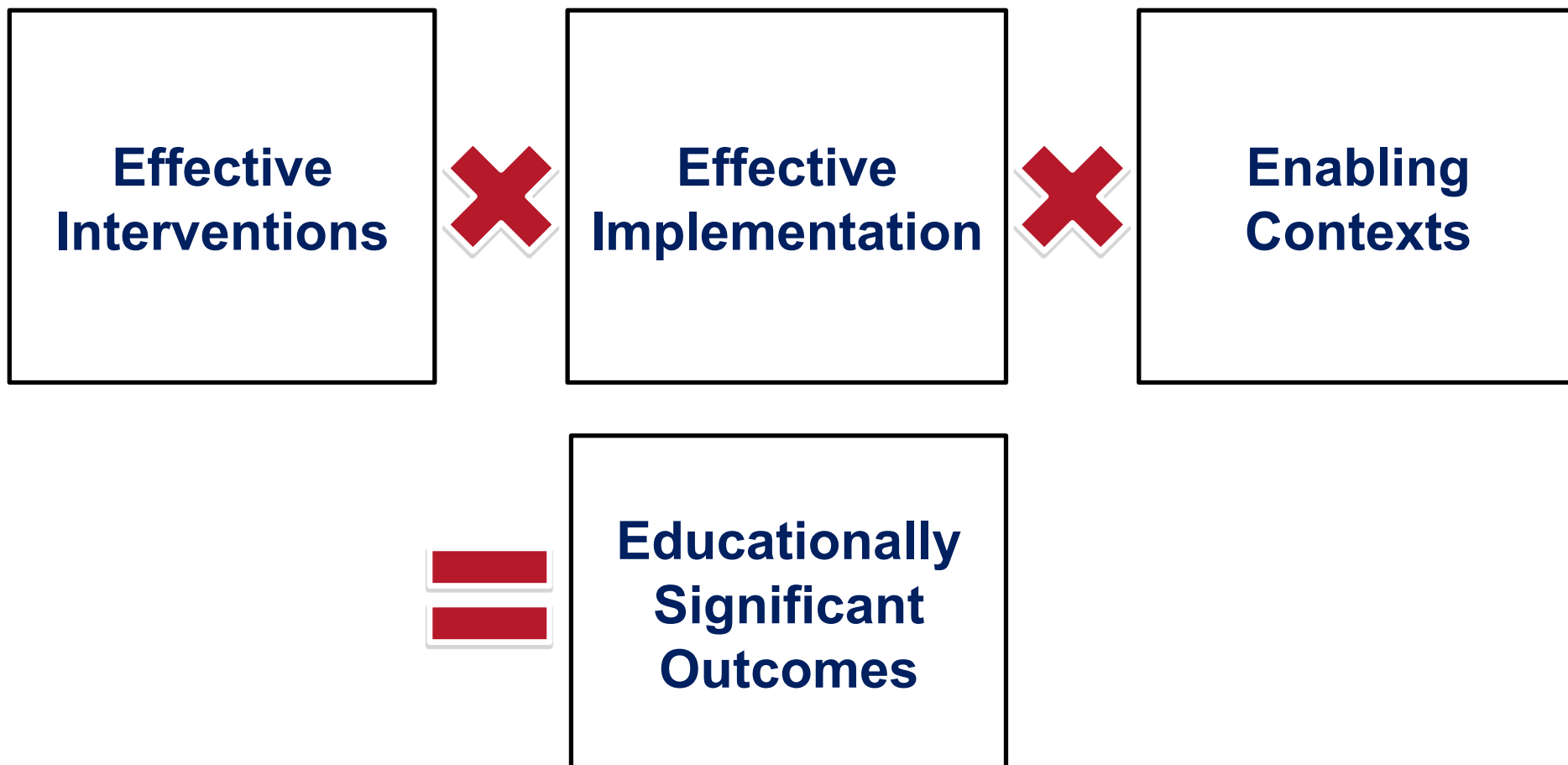Pepnet: Building State Capacity for Deaf Education

Dean Fixsen, Karen Blase, Barbara Sims, Kathleen Ryan Jackson, Caryn Ward,

National Implementation Research Network

FPG Child Development Institute

University of North Carolina at Chapel Hill

IDEAs that Work
U.S. Office of Special Education Programs

State Implementation & Scaling-up of Evidence-based Practices

UNC | FPG CHILD DEVELOPMENT INSTITUTE

Formula for Success

Effective Interventions $\times$ Effective Implementation $\times$ Enabling Contexts

$=$ Educationally Significant Outcomes

State Plans: Intervention

- Provide expanded <u>skills programs</u> for students 8th to 12th grade;

- Use a <u>self-determination curriculum</u>; give students who are deaf or hard of hearing better access to the knowledge, experiences, and resources to <u>advocate for themselves</u> in the transition process

- <u>Empower families</u> as they <u>work</u> with their children

State Plans: Implementation

- **Establish <u>training</u> re expanded skills program**

- **Add webinars and resources for teachers and VR counselors to the existing <u>teacher training</u>**

- **Extend the current <u>data system</u> to include interagency data related to transition aged students**

- **Identify areas of concern and connect with stakeholders to <u>remedy the issues</u>**

State Plans: Enabling Context

- **Identify all students in the state who are on IEP's**

- **Encourage inter-agency collaboration to increase the knowledge of professionals; create a wraparound consortium of all stakeholders**

- **Create a web site showcasing Best Practices in transition**

- **Develop a systematic approach for the dissemination of information to improve community awareness of transition services and options**

Deaf Education

Low incidence DHH

About 2 to 3 out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears

More than 90 percent of deaf children are born to hearing parents

http://www.nidcd.nih.gov/health/statistics/pages/quick.aspx

Deaf Education

Low incidence DHH

- **About 2 to 3 out of every 1,000 children = 125,000 out of 55 million students**

- **125,000 students in 14,800 districts = 8 students per district (about 1 per school)**

Low incidence: Other

- **125,000 diagnosed cases of pulmonary hypertension nationally ("orphan disease")**

- **5% lowest performing schools (5,000 / 98,000)**

Deaf Education

<u>Low incidence</u>

- Requires special expertise to detect / prevent, treat, and support

- Requires accommodations at practice, organization, and system levels

<u>Low incidence: An Implementation Problem</u>

- Special expertise is not universally available

- Accommodations typically do not occur (a "small problem" in the grand scheme of things)

nirn

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Deaf Education

Low incidence DHH

- **Establish centers of specialized expertise**

- **Use a center to assure best practices are learned and used when interacting with each student who could benefit**

  - **A Center is an Implementation Team that**

    - **Knows best practices well**

    - **Can provide implementation supports**

    - **Can help establish accommodating organizations**

Deaf Education

Low incidence DHH

More than 90 percent of deaf children are born to hearing parents

Parents are a major resource for assuring inclusion, access to special expertise, and accommodations in schools, districts, regional, and state organizations and systems

Active Implementation Frameworks
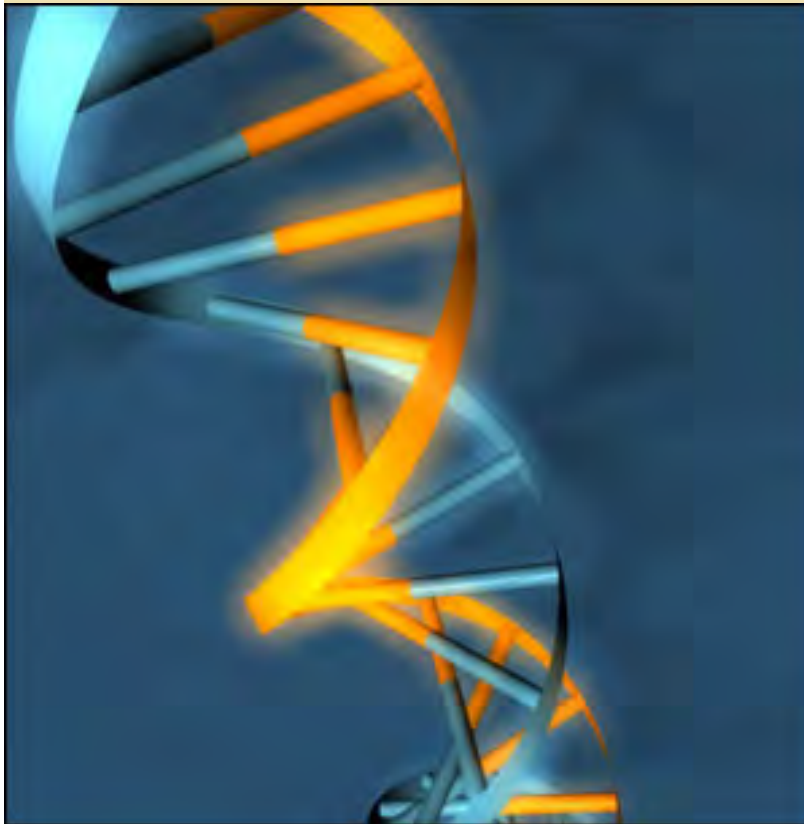
- ✓ Usable Interventions
- ✓ Implementation Stages
- ✓ Implementation Drivers
- ✓ Improvement Cycles
- ✓ Implementation Teams

Implementation Science

- ## <u>Letting it happen</u>
  - – **Diffusion; networking; communication**

- ## <u>Helping it happen</u>
  - – **Dissemination; manuals; websites**

- ## <u>Making it happen</u>
  - – **Purposeful and proactive use of implementation practice and science**

Based on Hall & Hord (1987); Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou (2004); Fixsen, Blase, Duda, Naoom, & Van Dyke (2010)
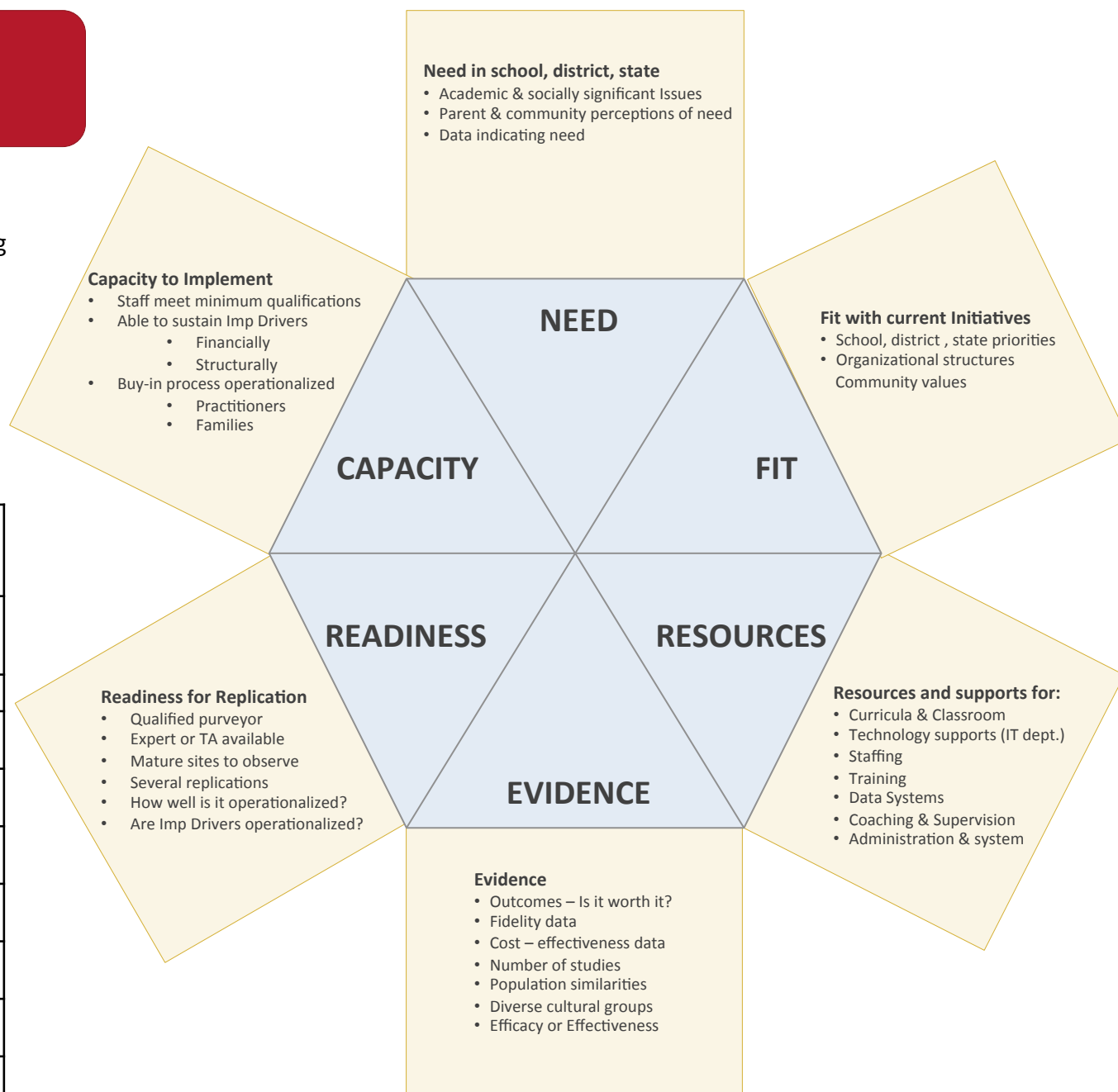
AiHub

The Hexagon
An EBP Exploration Tool

The "Hexagon" can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

Download available at:

www.scalingup.org/tools-and-resources

EBP:

5 Point Rating Scale:
High = 5; Medium = 3; Low = 1.
Midpoints can be used and scored as a 2 or 4.

	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

SISEP

Need in school, district, state
- Academic & socially significant Issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement
- Staff meet minimum qualifications
- Able to sustain Imp Drivers
  - Financially
  - Structurally
- Buy-in process operationalized
  - Practitioners
  - Families

Fit with current Initiatives
- School, district , state priorities
- Organizational structures
  Community values

NEED

CAPACITY

FIT

READINESS

RESOURCES

Readiness for Replication
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- How well is it operationalized?
- Are Imp Drivers operationalized?

Resources and supports for:
- Curricula & Classroom
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & system

EVIDENCE

Evidence
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
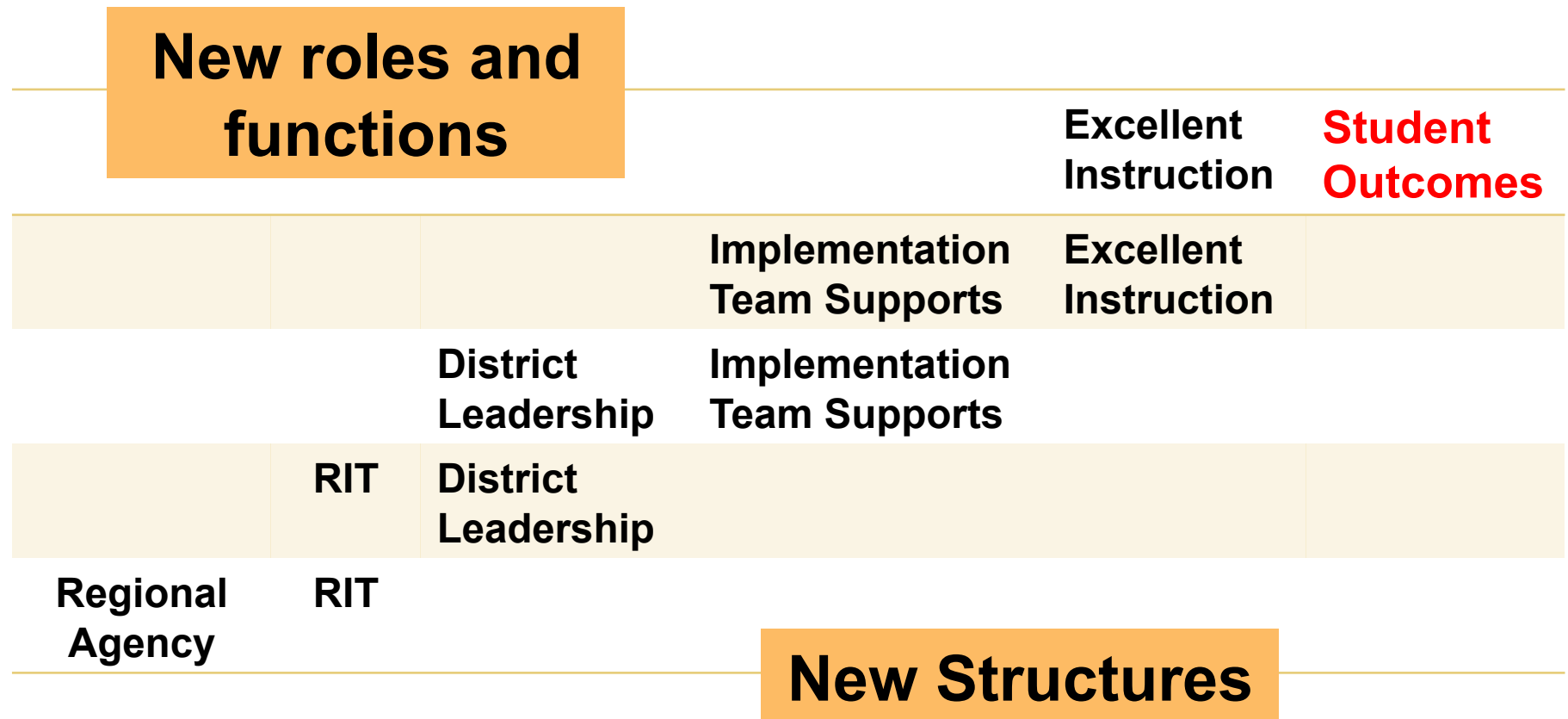- Diverse cultural groups
- Efficacy or Effectiveness

Implementation Science

Best Data Show These Methods, When Used Alone, Do Not Result in Use of Innovations as Intended

- Diffusion/ Dissemination of information

- Training

- Passing laws/ mandates/ regulations

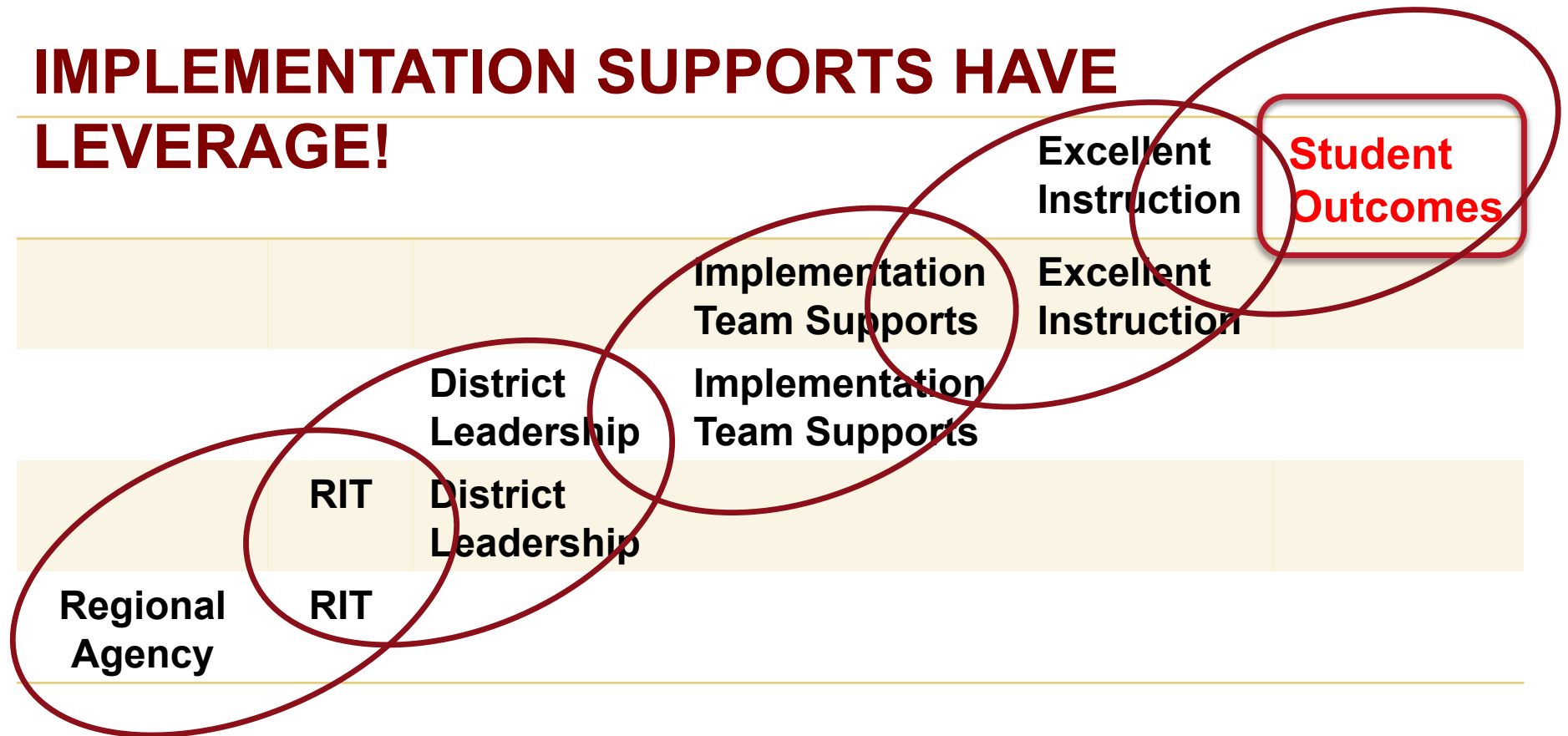- Providing funding/ incentives

- Organization change/ reorganization

**5 to 15% return on investment
NECESSARY BUT NOT SUFFICIENT**

Cascading Logic Model

				Excellent Instruction	Student Outcomes
			Implementation Team Supports	Excellent Instruction	
		District Leadership	Implementation Team Supports		
	RIT	District Leadership			
Regional Agency	RIT				

New roles and functions

New Structures

Cascading Logic Model

IMPLEMENTATION SUPPORTS HAVE LEVERAGE!

http://sisep.fpg.unc.edu/impact

Cascading Logic Model Without Implementation Supports

			Teacher Instruction	Student Outcomes
		District Leadership		
Regional Agency				

Enabling Context

Optimize intended outcomes by aligning <u>Functions, Roles, Structures</u>

- Function = WHAT needs to be done

- Role = WHO does WHAT

- Structure = HOW roles and functions are linked

- Outcome = Frequent, relevant, accessible, actionable DATA

Implementation Science

"When faced with too many challenges or discord between new knowledge and existing knowledge, it is sometimes easier to revert back to known and familiar patterns."

Klinger et al. (2003; p 412)

Assessing Capacity and Outcomes

				Teacher Instruction Assessment (OTISS)	
District Capacity Assessment (DCA)				Excellent Instruction	Student Outcomes
			Implementation Team Supports	Excellent Instruction	
		District Leadership	Implementation Team Supports		
	RIT	District Leadership			
Regional Agency	RIT				

Assessing Leadership Outcomes

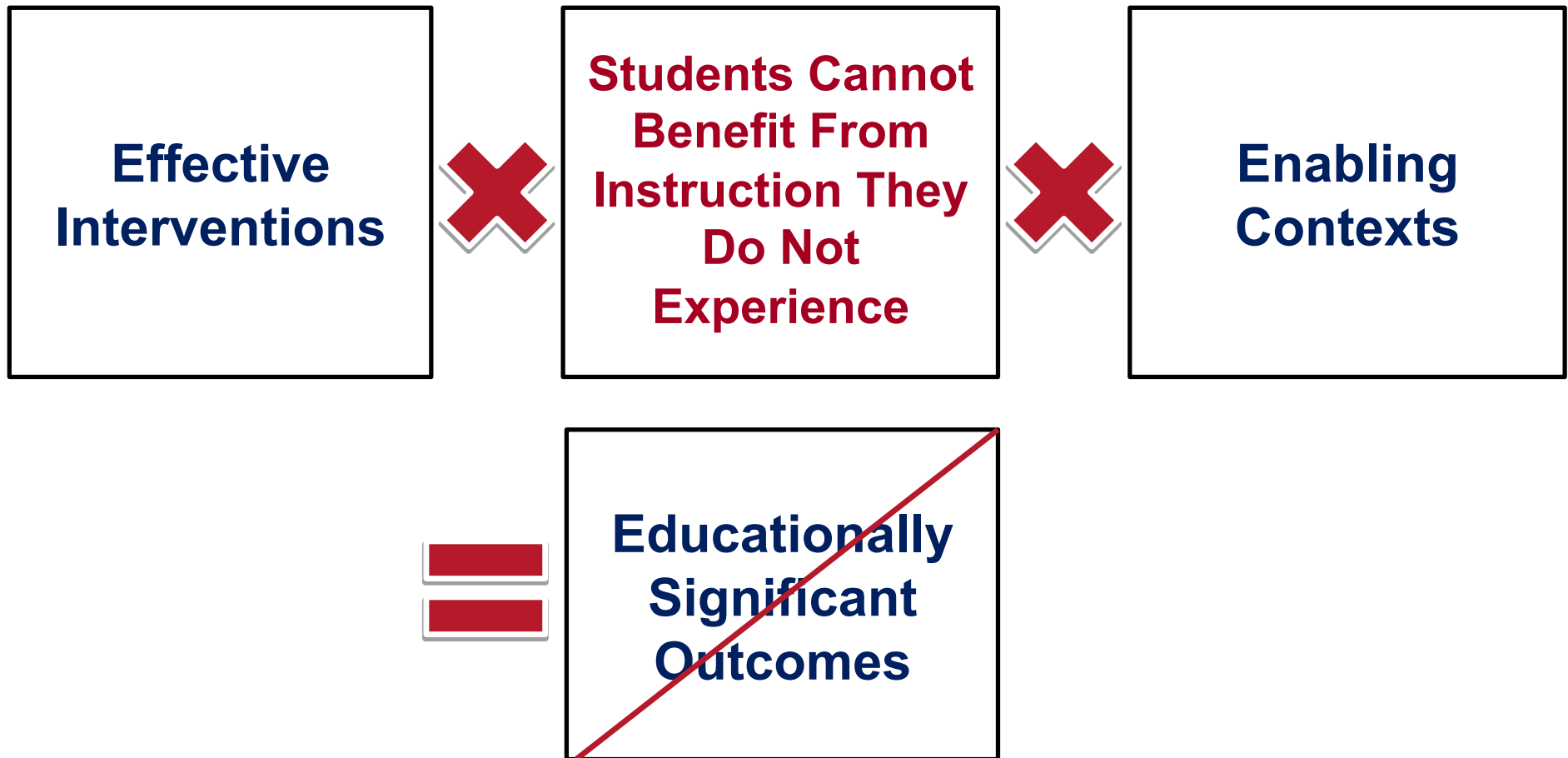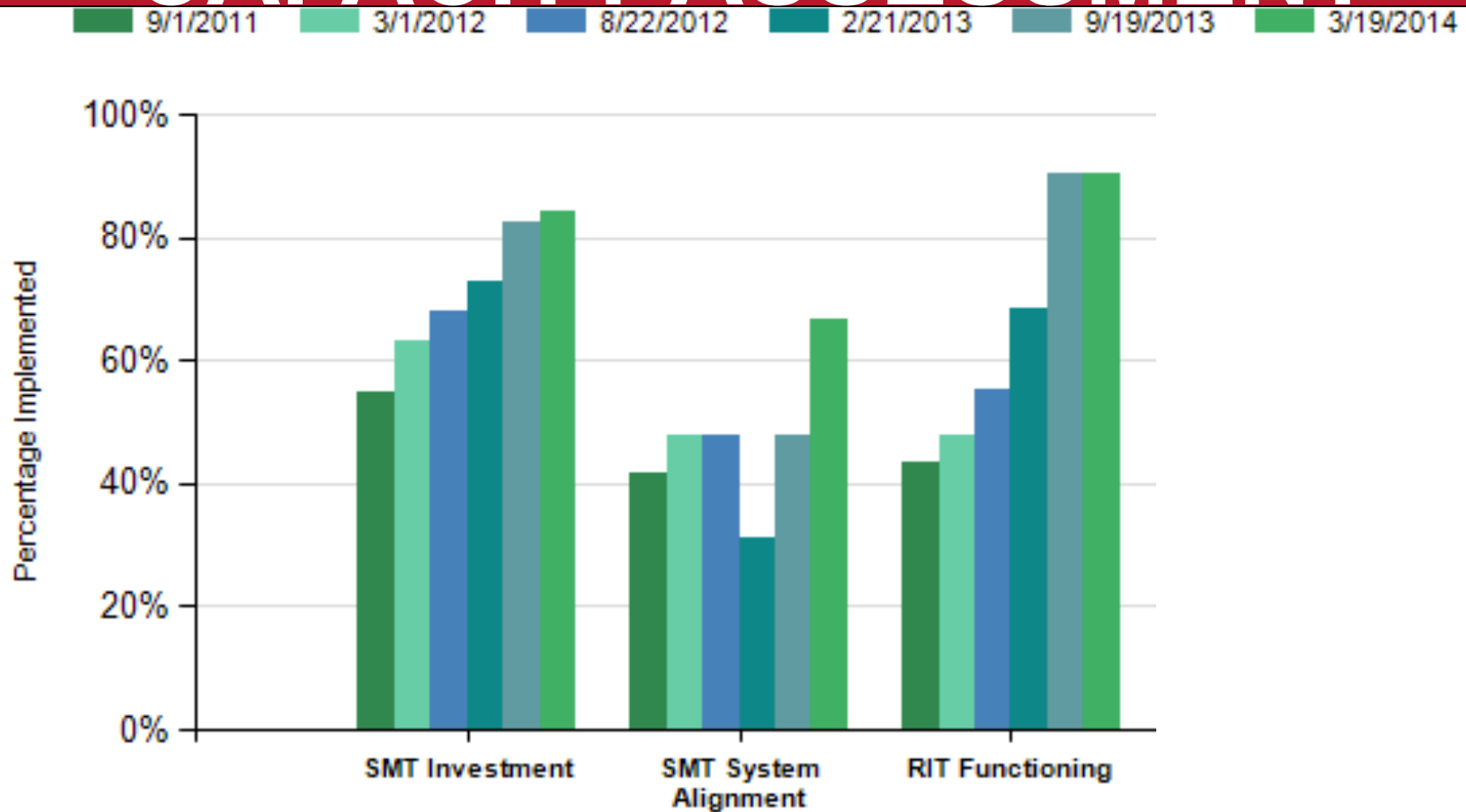| Teachers	Effective Instruction	Fidelity/OTISS
Support for Teachers and Schools	Effective Implementation	District Capacity Assessment
Support for Districts	Enabling Contexts	State Capacity Assessment

Formula for Success

Effective Interventions ✕ **Students Cannot Benefit From Instruction They Do Not Experience** ✕ **Enabling Contexts**

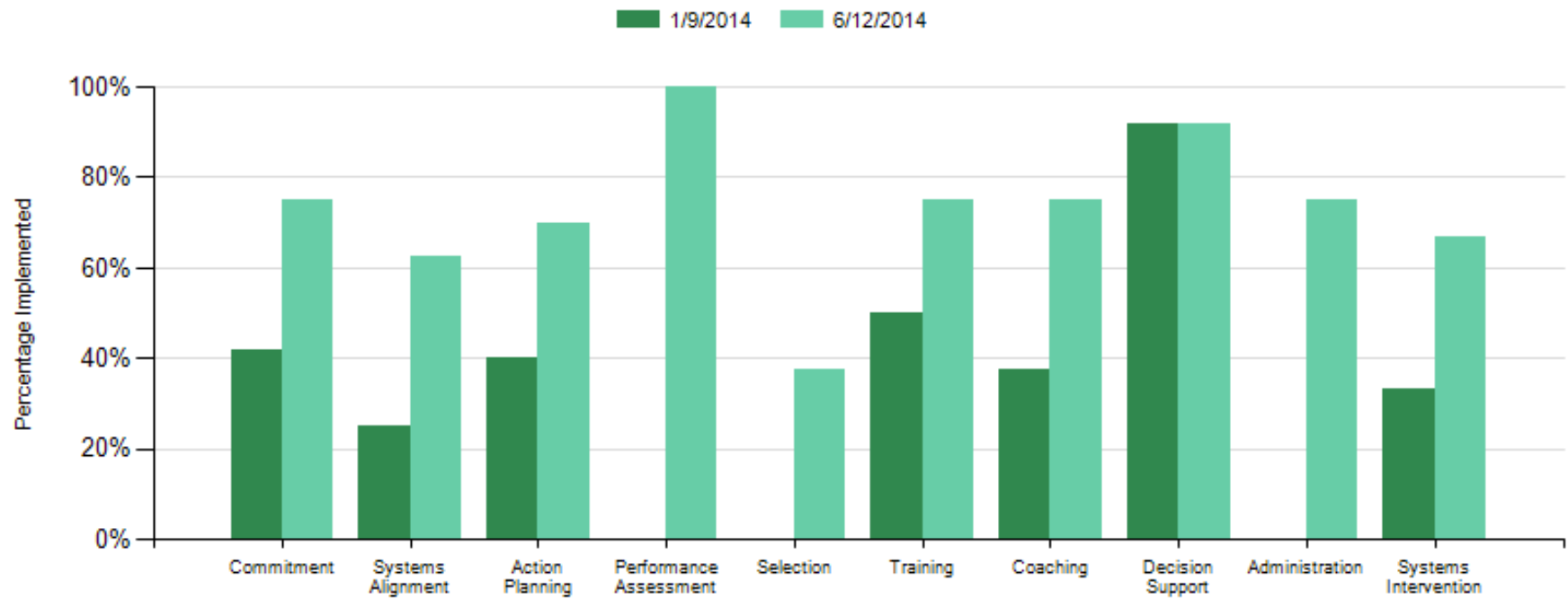= **Educationally Significant Outcomes**

STATE AND REGIONAL CAPACITY ASSESSMENT

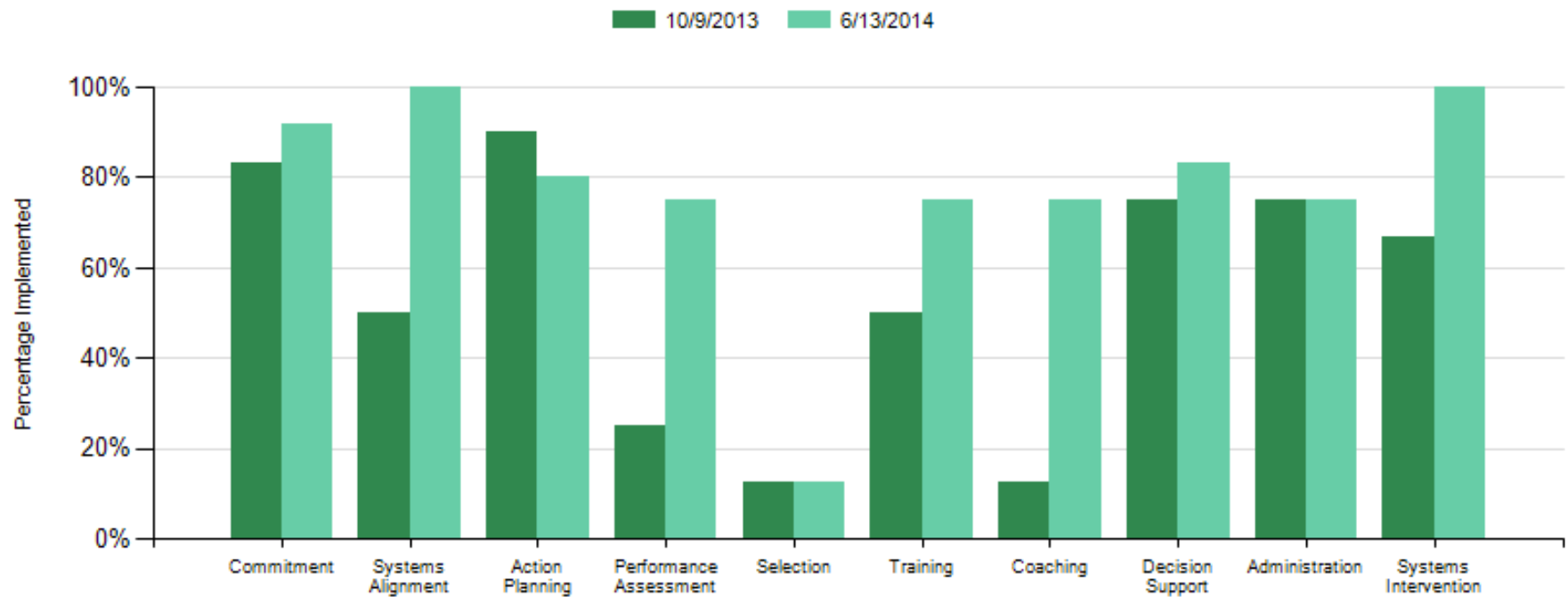State Capacity Assessment: Fixsen, Duda, Blase and Horner, 2009

DISTRICT CAPACITY ASSESSMENT
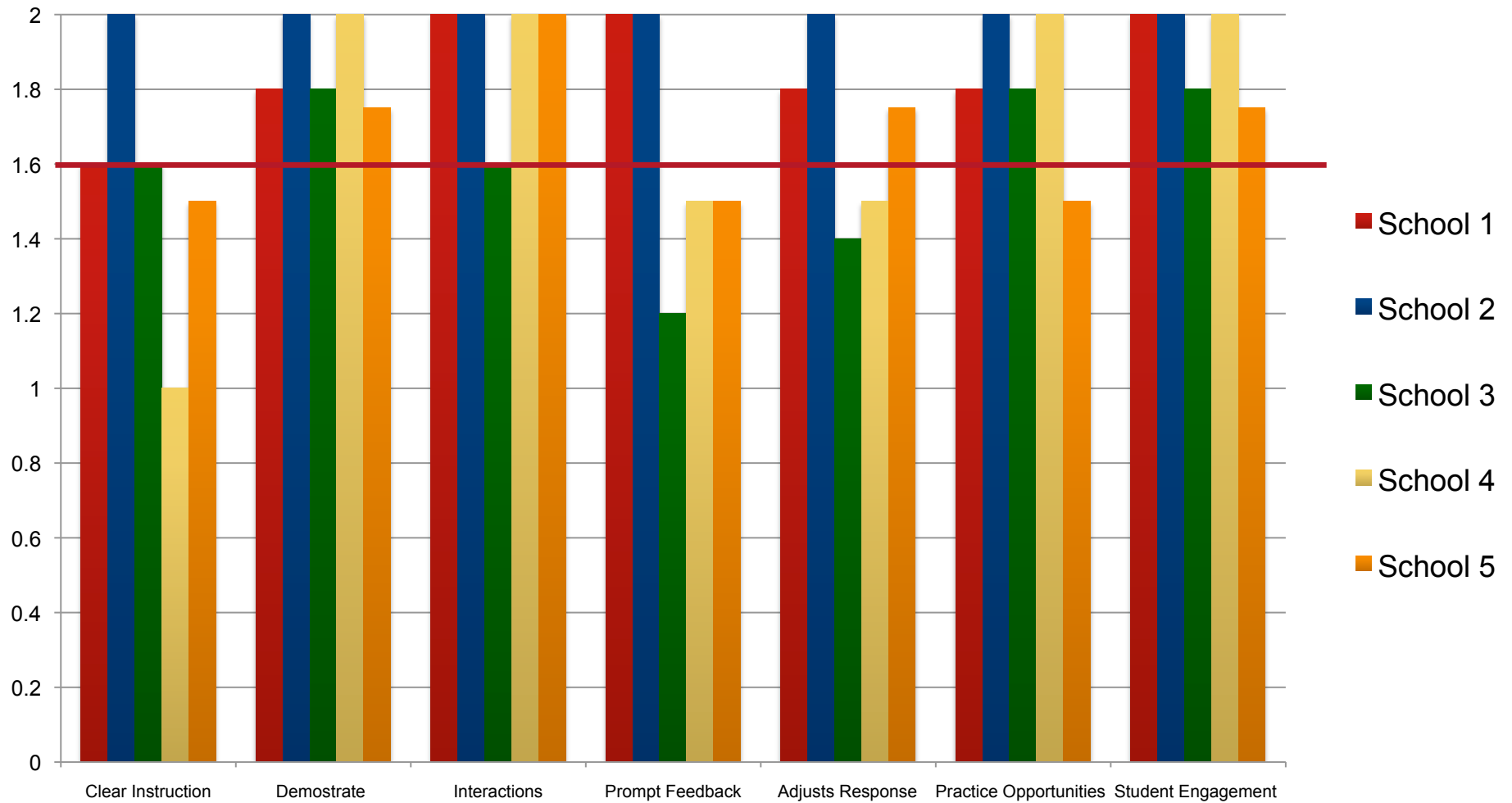
DISTRICT CAPACITY ASSESSMENT

SISEP: Instruction Assessment

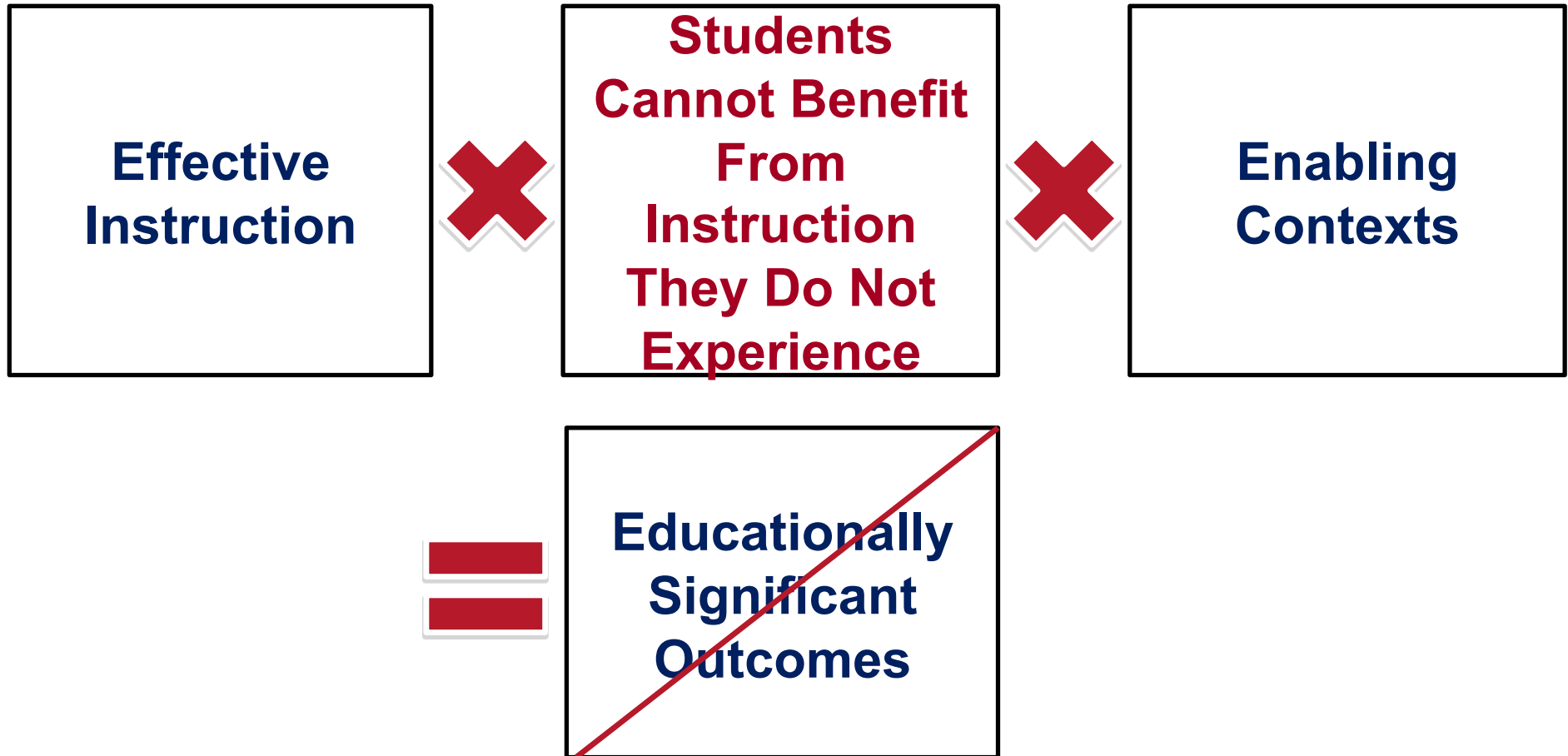**Based on Hattie (2009): The INSTRUCTOR**

☐ **Provides clear instruction**

☐ **Demonstrates instructional tasks**

☐ **Provides prompt and accurate feedback**

☐ **Engages students in meaningful interactions with content**

☐ **Provides multiple opportunities for students to learn**

☐ **Adjusts instruction based on student engagement and responses to instruction**

OTISS Data (n=18 teachers)

Formula for Success
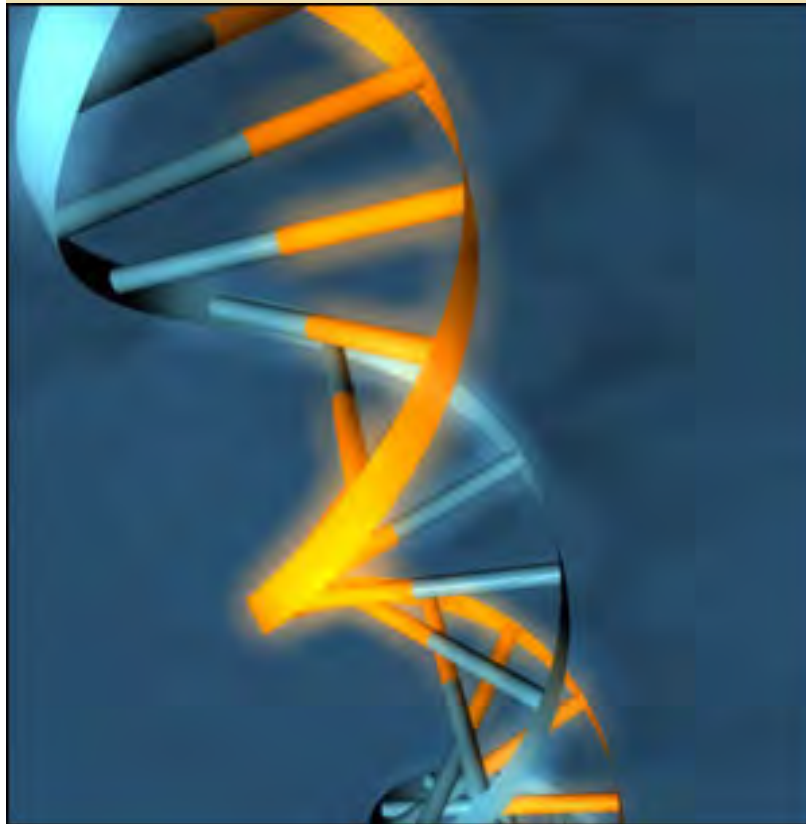
Effective Instruction ✖ **Students Cannot Benefit From Instruction They Do Not Experience** ✖ **Enabling Contexts**

= **Educationally Significant Outcomes**

Active Implementation Frameworks

- ✓ Usable Interventions
- ✓ Implementation Stages
- ✓ Implementation Drivers
- ✓ Improvement Cycles
- ✓ Implementation Teams

For More Information

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www.scalingup.org
www.globalimplementation.org

Implementation Science

Implementation Research: A Synthesis of the Literature

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature.* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

DOWNLOAD

HTTP://NIRN.FPG.UNC.EDU

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www.scalingup.org

SISEP

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LEADING BY CONVENING:
THE POWER OF AUTHENTIC ENGAGEMENT

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PEPNET SUMMIT

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Think about It…

- Do you have a 'sticky' trait?

- What <u>one</u> skill or trait has persisted across the years to help you achieve what you have achieved?

Share it with a partner

Facilitator asks for some of the traits identified…
Ask…what do the traits have in common…(hopefully most or all are 'soft' skills…skills on pesonal/human side.

Why does our personal value for human side not translate to our work in systems?

At a recent meeting of very high profile business, military and education leaders...this Wordle captures their sticky traits.

What do they have in common with the traits we identified today?

Observation. ..when we reflect on what accounts for our success...we identify the human side...yet when we address problems...we often overlook this insight! Organizations and agencies also behave in this way...somehow the 'human' side is not where we go to find new approaches ...or seek solutions ...we have learned that

That is beginning to change...in greater numbers, we are learning that real progress has a human side.

Today, we ask you to consider how that understanding translates to the persistent problems in creatign comprehensive school based MH programs.

As *people* we know the 'human side'
is important to gaining our support and
sustaining it.

Does that understanding carry over to
our role as *leaders*?

Leaders are not just people with titles.
 If people look to you for help...you are a leader.
Focus on the human side of your leadership habits....

Leading … and Leading by Convening

- Many <u>want</u> to be more inclusive in their leadership style
  - There are specific behaviors that advance or are constrain engagement
  - We can learn to be aware of *and change* those behaviors
  - Engagement is a habit that *can* be cultivated!

- *<u>Leading by Convening</u>: A Blueprint for Authentic Engagement* is designed to convey the lessons learned over 15 years

Convening as a *'New Discipline'*

Convening is:

- *More* than a meeting

- *More* than facilitation

- The *beginning* of a relationship focused on practice change

Bringing people together in face to face and virtual ways is just the start…we have to find ways for people to contribute…and help them do it!

This is the new role as a convener……we are talking about convening across school and community efforts ..and sometimes across agencies…a 'system convener' role

So…why convene?

- We need to become allies in making the changes to practice stick…we have evidence based practices…but face continual challenges to implementation and fidelity…no group, agency or organization can do it alone.

- Predictable changes in leadership make it critically important to have deep understanding in the field that will help the work go on across leadership changes.

- In the connected world we live in now…stakeholders expect to be engaged…to have a role. If we do not engage them authentically and as allies in accomplishing goals…..we risk having opposing groups undermine efforts with misinformation

Persistent Challenges

- **Technical Challenge**
  Requires information, knowledge or tools

- **Adaptive (*Relationship*) Challenges**
  Requires understanding and a willingness to make behavior changes

Source: Heifetz and Linsky, Leadership on the Line, 2002

We are really very good at technical challenges…but how well do we address adaptive challenges? To meet its promise, the SSIP must address technical and adaptive challenges.

This is where the Blueprint supports the change.

The Blueprint is based on the social learning work of Etienne Wenger on CoP …and Heifetz and Linksy on Technical and Adaptive change.

The Leadership Challenge

- **Learning** that technical solutions are necessary but often not sufficient

- **Knowing** when a persistent problem needs a adaptive (relationship) solution

- **Building** adaptive (relationship) skills as a part of strategy

This should be informed by a deep conversation with a wide group of stakeholders who understand the diverse implementation environments and provide insights that cannot be conceptualized within the organization or by 'experts' that do not have direct experience with the forces that drive and restrain change within and across the districts.

Download the Blueprint
www.ideapartnership.org

Why do we need Leading by Convening framework?
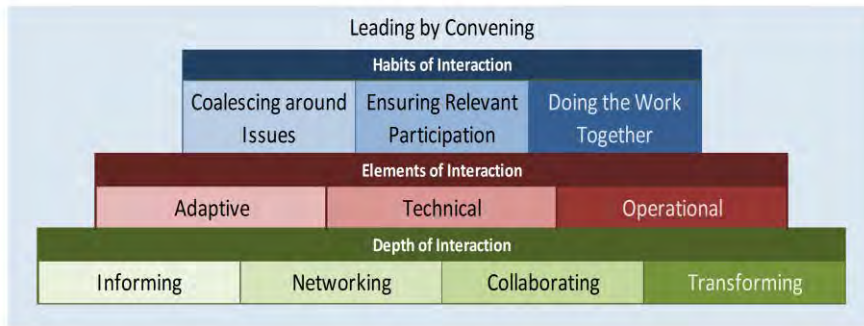
Let's look at the tools for *Coalescing*

Four Simple Questions
Meet the Stakeholders

Four Simple Questions

- ☐ Who cares about this issue and why?
- ☐ What work is already underway separately?
- ☐ What shared work could unite us?
- ☐ How can we deepen our connections?

Leading by Convening
Coalescing Around Issues

Four Simple Questions

Persistent problems of implementation remain challenging because they require crossing many boundaries to ensure progress in practice. Issues are complex, interconnected and can look different from the perspective of various implementers.

Meet the Stakeholders

Leading by Convening

Coalescing Around Issues

Meet the Stakeholders

For every issue, there are a number of groups that have deep and durable connections at the practice level. Some are very closely aligned with the issues that you are trying to influence. Others have more distant, yet still important, connections. In either case, stakeholder groups have influence in what practitioners know, believe and do. Stakeholder groups can be important allies in moving new and/or proven practices to implementation!

Relevant Participation Has Several Faces:
Range, Frequency, and Role

Range:

Power differential

Supporters and critics

Players at different levels of scale

Frequency:

Episodic or ongoing

Predictable interaction, sufficient to build relationships

Often enough for stakeholders to take roles

Role:

Fixed or shared leadership roles

Everybody comes as a learner
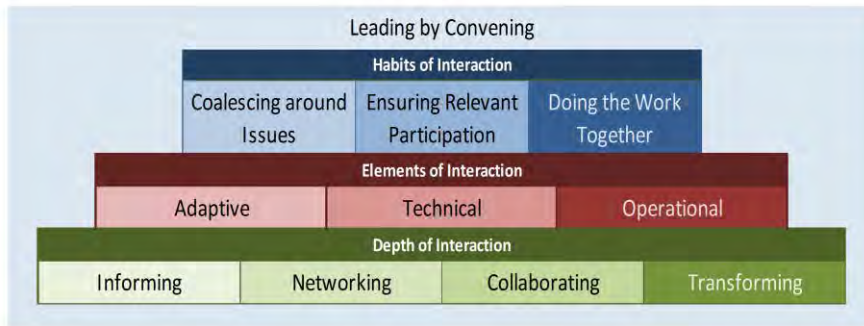
Let's look at the tools for *Relevant Participation*

Engaging Everybody

Engaging Everybody

Leading by Convening
Ensuring Relevant Participation

Engaging Everybody

Talk to a group about engaging the full range of stakeholders and predictably you hear, "We will have 200 people at every meeting." This is a real fear, but is it a real problem?

We have found that for most issues, people want to be involved but not necessarily physically present. After a meeting or two, people sort themselves out by the way they want to be engaged. We have built on that understanding in creating this tool. By intentionally asking at which level individuals want to be engaged early in your collaboration, you can be inclusive within a structure.

This tool can be used after the first few convenings or at the conclusion of the first convening, depending on the current relationship among participants. Use your best judgment to determine how many organizing sessions you need.

Dissemination Networks
Extended Participants
Key Participants
Core Team
Key Advisors
Feedback Network
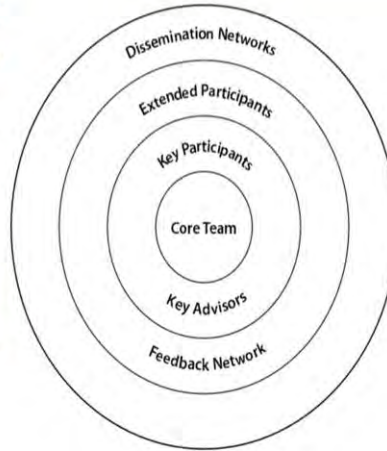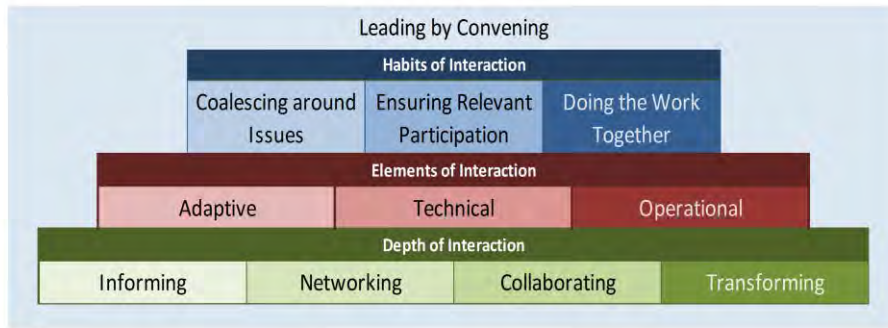
Let's look at the tools for *Doing Work Together*

Problems Come Bundled

Show video

Leading by Convening means we.....

- Meet people 'where they are' on the issue.
- Bring people together to build support for addressing the issue.
- Convene the stakeholders to discover why this is important and how it will improve practice.
- Translate complex challenges into ways that individuals can contribute.
- Help people 'lead in place' regardless of role, position, or title.
- Create new knowledge together.
- Solve complex issues that need the various perspectives/aspects that contribute to problems/solutions.
- Build a personal commitment to working in this way because we believe inclusive work is better and more sustainable work.
- Cultivate the habit of collaboration.
- Integrate collaboration into the identity of the group and the individual.
- **Other.....**
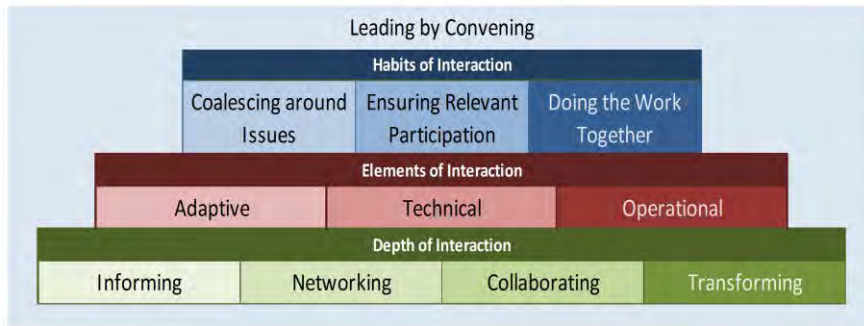
Let's look at the tools for *Doing Work Together*

Measuring Progress

Measuring Progress
Qualitative Rubrics to Quantitative Comparisons

When People Change...Systems Change.
Give Value First!

When People Change...Systems Change.
[Be the change!](#)

Leading by Convening
Bringing It All Together

Your Brand

Branding is often associated with the business world, but really we all have a brand. For today's educators, our brand is not our content, our logo or our website. It's what our stakeholders perceive about us and how we make them feel.

We must go beyond our content and services; it's about selling the problem you are solving. Throughout The Partnership Way, we have been describing a shared approach to solving persisting problems through careful attention to the technical and the human sides of the issue and making operational choices that reflect both.

Legal Rights Beyond the Educational Setting

Presented by Tawny Holmes, Esq., Staff Attorney and Equal Justice Works Fellow

Overview

- Review of IDEA/504/ADA
- ADA guidelines
- Case scenarios
- Creighton University case
- Other ADA considerations
- What to keep in mind for Transition
- Marks of Successful Inclusion
- National Trends
- Further resources

IDEA	Section 504	ADA
Birth to 21 years old	Any age	Any age
Must "qualify"	Identifiable disability	Identifiable disability or regarded as so
Local, state and federal	Entities receiving federal funds	Public accommodations and private entities
IEP team	504 coordinator	Upon request or see need
Specialized education	FAPE and accommodations	Reasonable accommodations
"educational benefit"	"appropriate accommodations"	"effective communication"
No comparison-individualized	Compares to other disabled students	Compares to hearing student

Common misconceptions

- Only way to have protection under ADA is to have an actual disability
- Only way to get ADA services is to request.
- Private colleges are exempt.
- You can't get more than one accommodation at a time.
- You have to request an interpreter way in advance or you won't get it.
- You are stuck with accommodations, e.g. same interpreters, throughout semester or year.
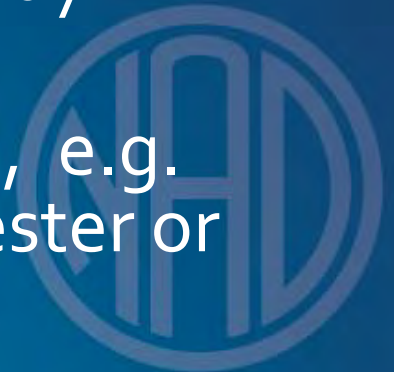
Highlights of new FAQ on Effective Communication under ADA
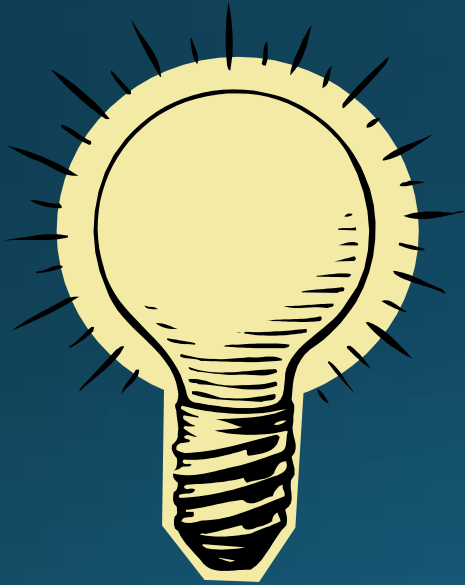
- Definition of "effective communication"- compare to hearing student- in other words, 100%?

- Once student/parent requests- must provide immediately unless can show undue burden, not wait until IEP meeting

- Student/parent's preference of accommodations must be followed and burden is on school to show it's a fundamental alteration or undue financial/admin. burden

Case scenarios

Student uses FM but has repeatedly said she has missed information in class due to the normally noisy environment.

Student uses a sign language interpreter but finds difficulty taking notes while still paying attention to the interpreter.

Argenyi v. Creighton University

December 20, 2013

- **SUMMARY:** Mr. Argenyi had been a student in the medical school at Creighton University beginning in 2009, and had requested that Creighton University provide him with real time captioning for classes and oral interpreters for clinics. Creighton refused to provide him with such services and also refused to allow Mr. Argenyi to bring interpreters even if he paid for the interpreters himself. He paid a total of over $100,000 out of his pocket.

- **RESULT?** The Eighth Circuit Court of Appeals reversed the District Court's ruling, and remanded the case back to the District Court, holding that "Section 504 of the Rehabilitation Act and Title III of the ADA each require Creighton to provide reasonable auxiliary aids and services to afford Argenyi 'meaningful access' or an equal opportunity to gain the same benefit as his nondisabled peers." District Court ruled that it was not an undue burden for Creighton to provide interpreters and captioning.

http://nad.org/news/2013/12/medical-student-obtains-access

Other ADA considerations

- Captioning on all videos shown in classroom
- Visible fire alarms (with flashing strobes)
- Interpreters must be qualified- both receptive and expressive. Must have appropriate hiring criteria reflecting this.
- Translation of English materials into ASL and other languages
- Videophone/CapTel phone in Disability Services office or public areas
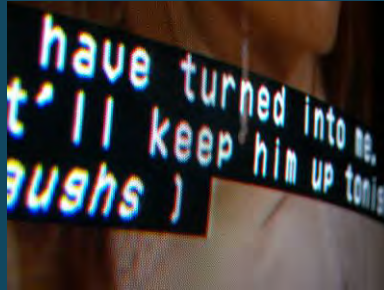
What to keep in mind for Transition Planning

STUDENT

- Ability to articulate what is his/her needs clearly and firmly
- Knowledge of legal rights, Interpreter ethics and rules
- Awareness of what setup works best for CART, interpreting, notetakers
- Preparation in advance- before semester starts.

PARENT

- Has record of past accommodations ready including audiogram, evaluations.
- Plan for discussing needs with their adult child before college/training starts.
- Prepared to let go and let their DHH adult child (esp. if 18+) request/handle on his/her own

SCHOOL

- Has record of past accommodations, including for standardized tests ready to send.
- Provision of access to curriculum covering accommodations and self-advocacy
- Exposure to different situations, like on field trips, work experience, or clubs like Jr. NAD.

Marks of successful inclusion*

- DHH student is denied an interpreter right after class or club meetings- feels isolated.

- Disability Services gives student a hard time in requesting services.

- DHH student faces ignorant professors and discrimination in classes including inaccessible materials, e.g. videos or interactive textbooks)

- DHH student having access to communication in classroom, hallways, lunch, clubs and sports.

- Disability Services is aware of challenges (eyes fatigue, 3 way communication) and is willing to work with the student

- Professors have been shared information before semester on making materials accessible.

*Not withstanding universities that provide direct communication, e.g. Gallaudet, NTID, SWCID and others

GENERAL TIPS

- When visiting a college/university-have an appointment with the Disability Services office to discuss accommodations. Check with other DHH alumni if any.

- Interview interpreters a month in advance or test CART services early.

- Arrive at class 15 minutes early to get a seat with a good view of both interpreter or CART and the screen (if presenter-style) . If a group discussion setting- where you can see interpreter/CART and most of the group's faces.

- Make it clear to the professor that you are independent and deserve respect. Introduce yourself before or right after the first class.

- Get a vibrating bed alarm or one with a flashing light for your dorm room along with requesting your own VP or downloading VP software.

- Carry around a notepad or a tablet to communicate with others if needed.

Landscape of Deaf Education

- Estimated 300-350K deaf and hard of hearing children

- 78 thousand receive IEP services

- 88% are enrolled in schools other than schools for the Deaf*

- 53% of this number are alone*

- Research shows benefits of sign language- cognitive, social, emotional and academic

- Increased sophistication of technology (CI, digital hearing aids, FM system)

* U.S. Department of Education, National Center for Education Statistics (2012). *Digest of Education Statistics, 2011* (NCES 2012-001), Chapter 2., *"Alone in the Mainstream", Gina Olivia (2004)

Trends seen nationwide

- More immigrant students from Latin/South America- more ELL strategies needed
- Disconnection between academics and accommodations
  - Pass-through
  - Lack of actual comprehension
  - Family communication- school/parent collaboration
- Use of FM systems as single accommodation
- Shift from IEP to 504 plans

Learning Circle by Mary A. Rappazzo

General Resources

AMERICAN SOCIETY for DEAF CHILDREN

VL2
VISUAL LANGUAGE
& VISUAL LEARNING

- www.deafchildren.org (American Society for Deaf Children)
- VL2.Gallaudet.edu
  Latest research on language acquisition in an educational setting
- http://aslized.org/
- http://www.handsandvoices.org/
- Clerccenter.Gallaudet.edu (Info to Go) *Resources for Mainstream Programs*

  Interpreter Guidelines
- www.nad.org
  Walkthrough complaint process fore different areas of law.

https://www.youtube.com/watch?v=jkjwRXpMYSE

@deafeducation
@nad1880

@nad1880
@DeafEdAdvocate

@nad1880

Questions?
Thank you.

Tawny.Holmes@NAD.org

Assessing Transition Skills

Jim Martin

University of Oklahoma at Norman

Zarrow Center

Organize Transition Assessments
by IEP Function

- **Post-Secondary Goals**
  - ☐ One year after graduation from high school **I** will
    - Work as a meat cutter, receive on-the-job training, and live at home with Mom
    - Attend local career tech center and major in welding, live at home, and work part time at body shop
- **Annual Transition Goals**
  - ☐ Further Education
  - ☐ Employment
  - ☐ Independent Living

Determining Post-Secondary Goals

- Where do I want to live after graduating from high school?

- Where do I want to work after graduating high school?

- Where do I want to learn how to do the job I want after graduating from high school?

Postsecondary Goal Fluff Scale

Match Not as Important (Fluff OK)

Firm Match

Amount of Fluff

Freshman   Sophomore   Junior   Senior

HIGH SCHOOL YEARS
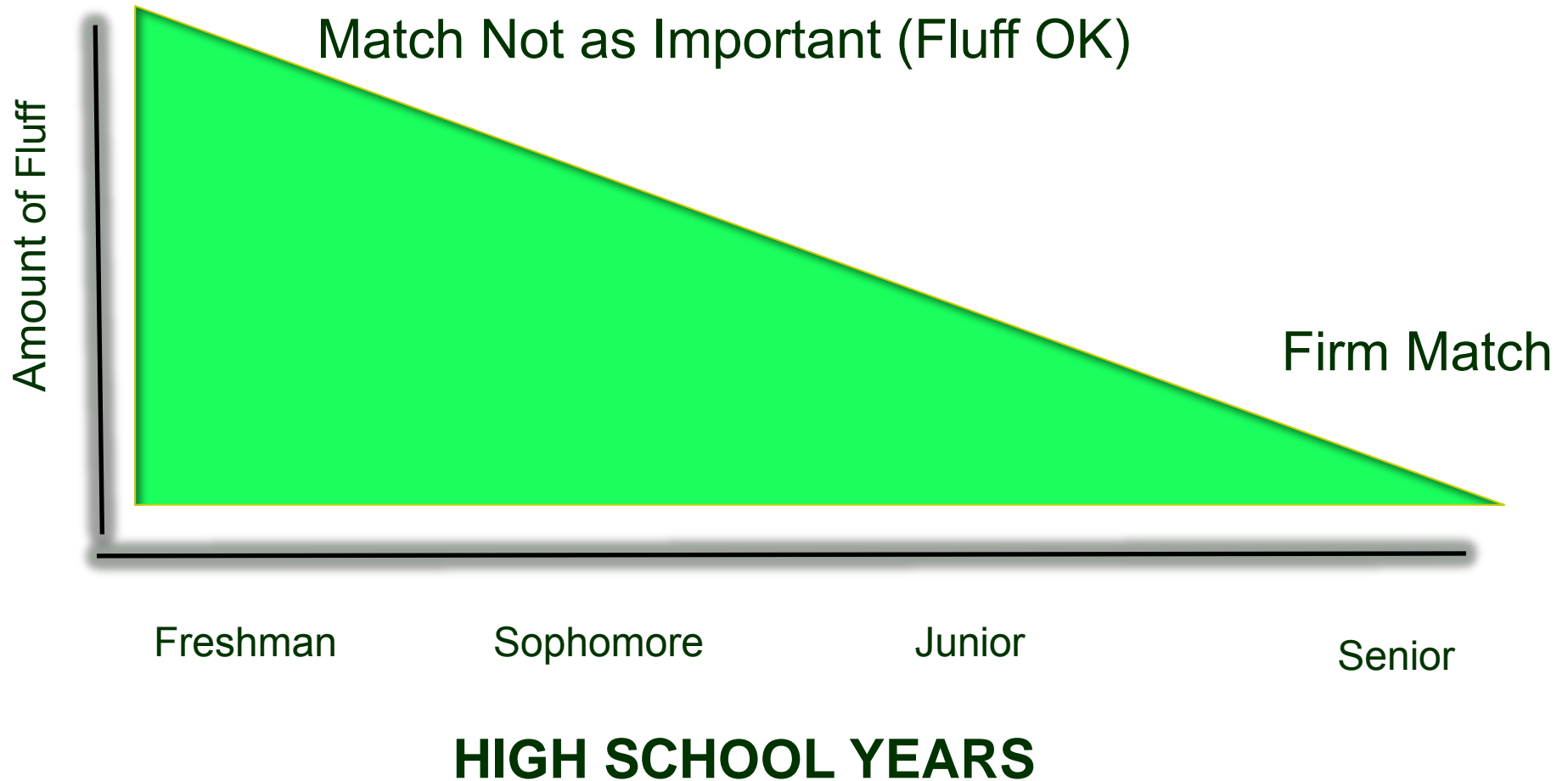
Annual Transition Goals

- Annual transition goals are the most important part of the IEP Transition Plan

    □ Also the instructional component

- Annual transition goals often

    □ not systematically developed

    □ given too little attention

- Because postsecondary goals often change, need to focus on "generalizable" annual transition goals

Answers Become Annual Transition Goals

- What do I need to learn <u>now</u> to live where I want after graduating from high school?

- What do I need to learn <u>now</u> to work where I want after graduation from high school?

- What do I need to learn <u>now</u> to get the job I want after graduating from high school?

Non-Academic Skills for Employment and/or Further Education

- McConnell et al. (2013) identified from the research literature 8 clusters of non-academic skills associated with employment and/or further education

- "Generalizable" employment and further education behaviors can be assessed and results used to build annual transition goals

- A new assessment call the *Transition Assessment and Goal Generator* uses these behaviors to produce annual transition goals

Annual Transition Goals by Age

	14	15	16	17	18	19	20	21
Employment • TAGG		X	X	X	X	X		
Further Education • TAGG		X	X	X	X	X		
Independent Living • Life Skills Inventory	X	X	X	X	X	X	X	X

IES FUNDED TAGG DEVELOPMENT

TAGG Developed with a Grant from

- IES' National Center for Special Education Research
- OU's Zarrow Center Endowment Funds

Purpose and Target Group

- Purpose
  - ☐ Assess non-academic skills associated with post-school employment and further education
  - ☐ To provide student strengths, needs, a written summary, and annual transition goals matched to common core standards
- TAGG Designed to Assess
  - ☐ Secondary students who plan to be competitively employed and/or enrolled in higher education after graduation

Development of TAGG Items

- TAGG items derived from research identifying behaviors associated with post-high school employment and/or further education

- 15 TAGG versions were created before testing began on a 10 construct, 75-item TAGG

- Over three years 2,559 people field-tested the TAGG
  - 1,537 students, 847 parents, and 139 educators from 30 states

- Factor Analyses on 3 Independent Samples
  - Went from 10 constructs to 8 & 75 items to 34

TAGG Constructs
From Research Literature

1. Strengths and Limitations

1. Disability Awareness

1. Persistence

1. Interacting with Others

5. Goal Setting and Attainment

5. Employment

5. Student Involvement in the IEP

6. Support Community

Overview Continued

- **Three Versions**
  - ☐ Professional
  - ☐ Student
  - ☐ Family
- **Format**
  - ☐ On-line written English
  - ☐ May be printed and taken by hand, but item scores must be entered into website to produce results
  - ☐ Users may choose to listen to audio
  - ☐ Users may watch ASL videos

Format and Reading Level

- Format
  - 8 constructs
  - 34 items

Reading Levels
  - Professional 10.4
  - Family 5.7
  - Student 4.8

Cost and Purchasing Details

- Minimal Cost
  - $3 per set (Professional, Student, Family versions)
  - Pay with Purchase Order or Credit Card
  - All funds handled by the OU Office of Technology Development
- TAGG profiles saved for 7 years
- Data kept on OU high-speed secure cloud servers
- Purchased credits may be transferred to other registered TAGG users
- Unused credits refunded for one-year after purchase

SOME PSYCHOMETRIC FINDINGS

See *TAGG Technical Manual* Available at OU's Zarrow Center TAGG web site for more information and updates as more validity evidence becomes available.

Internal Reliability

- Generally a score between .7 and .8 is considered "good"

  - Each TAGG version has great overall internal consistency and satisfactory subscale consistency (ranging from α =. 89 to α =. 95)

- TAGG's Internal Reliability Measure is. . .

Test-Retest Reliability

- Scores of .7 or higher represent good or satisfactory test-retest reliability
  - 14 weeks after the first TAGG was completed, same users completed the TAGG again.
  - A large correlation was found between the first and the second administration
    - .80 for professional TAGG
    - .70 for family TAGG
    - .70 for student TAGG
- The TAGG has what type of test-retest reliability . . . . .

Fairness Validity Evidence: Impact of Gender

- No overall difference by gender

- Some construct differences across all versions. For Instance:

    - On TAGG-S, females rated themselves higher on student involvement than males

Fairness Validity Evidence: Impact of Disability Category

- No overall significance difference by disability category
  - Different profiles exist by some disability labels
    - Students with EBD lower Interacting with Ohters score

Impact of SES

- Free/reduced lunch eligibility
  - No significant differences for TAGG-P or TAGG-S. Only small differences for TAGG-F.

- Family employment
  - No significant differences

- Family education
  - TAGG-F - Significant differences by family education
  - Family member Master's, Ph.D. more critical than parents with lowest level of education (less than HS).

How Close Are Scores by Users?

☐ Medium correlations across Parent, Educator, and Student versions when assessing the same student.

☐ This is considered excellent for this type of assessment

TAGG and Self-Determination

- Medium Correlation with TAGG and AIR Self-Determination Scale

- This implies the TAGG addresses some self-determination skills and assesses other skills, too.

Scoring Uses Item Response Theory

- Modern method for design, analysis, and scoring

- Preferred method when making important decisions.

  - Deciding upon annual transition goals is an important undertaking

- Unlike typical methods it considers the difficulty of each item

Advantages to Using IRT

- Advantages of IRT include
    - The ability to scale different item types
    - Provides a common metric for scales with different number of items
    - Weights items differentially by their validity for assessing the construct of interest

We Used a Four-Step IRT Algorithm

1. Each items is converted into common score
2. Item difficulty built assigned to each items
3. A within-student comparison of scale scores across constructs determines relative strengths and weaknesses
4. A within-construct comparison of a student's scale score to item responses (e.g. difficulty) generate appropriate goals for identified weaknesses

Stanine Scores

- The stanine transformation places scale scores into one of nine categories.

- Each of the nine categories has a width corresponding to a half of a standard deviation on the normal curve, with the mean lying at the center of the stanine scores (i.e., score of 5)

Scale Score to Stanine Conversion for Reporting Purposes

Students placing in the green area are in the average range
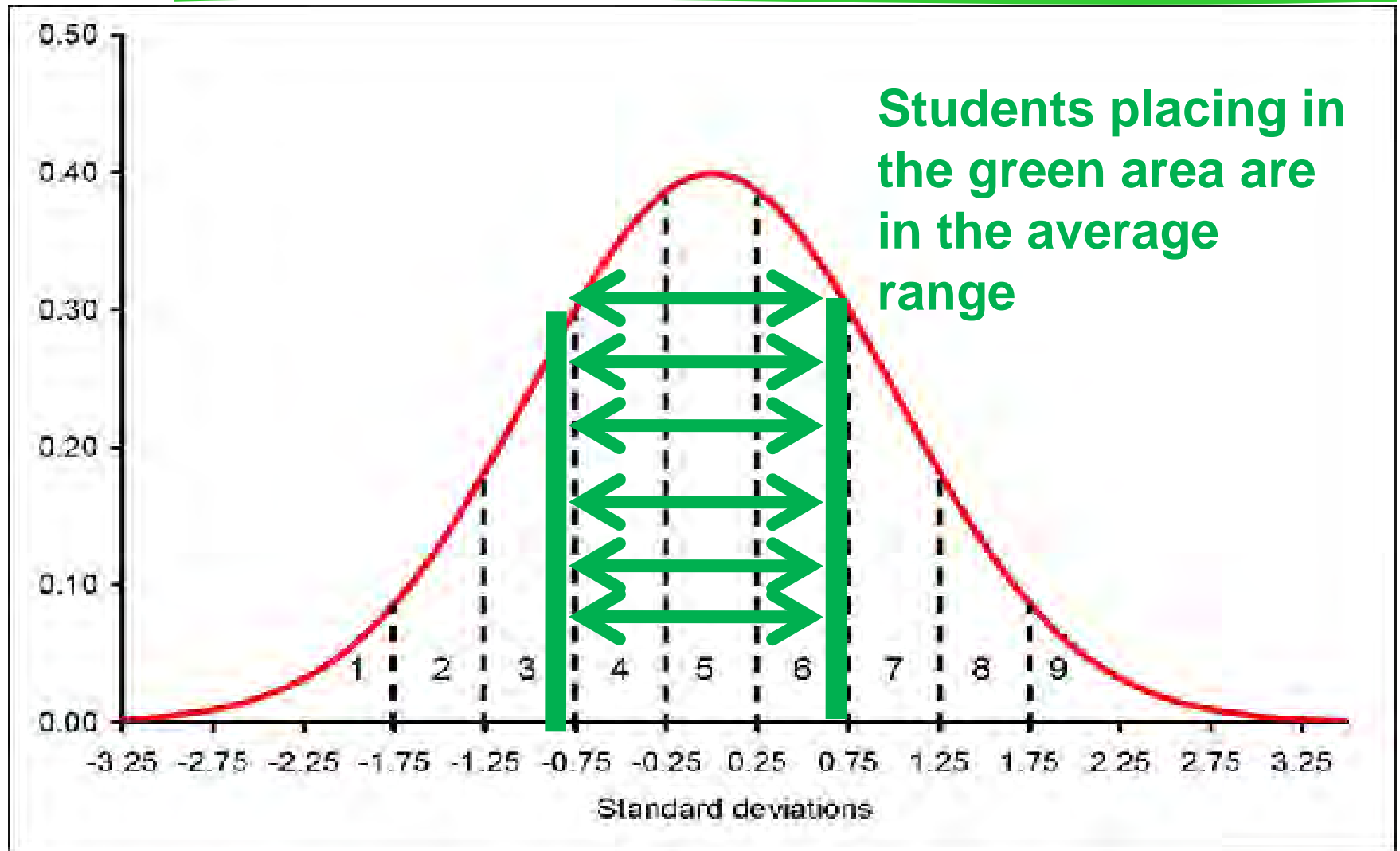
Examine the TAGG

- TAGG Web Site
  - https://tagg.ou.edu/tagg/

- TAGG Demo
  - College Professors and Researchers
  - Professional Development Efforts
  - Access be request only
  - https://tagg.ou.edu/demo/

Contact Information

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  - 405-831-3660 (cell)
  - Zarrow Center Web Page
    - http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html

STUDENT BEHAVIORS ASSOCIATED WITH POST-SCHOOL EMPLOYMENT AND EDUCATION

Our research team identified behaviors and experiences associated with post-school employment and education from 35 quantitative and qualitative studies. We used a consensus process to build the constructs and exemplar lists of student behaviors and experiences. These constructs were used to develop the Transition Assessment and Goal Generator (TAGG) (Martin, Hennessey, McConnell, Terry, & Willis, 2014). Examples for each construct are listed.

Strengths and Limitations:
- Express personal strengths
- Describe personal limitations
- Explain academic situations where assistance is needed
- Describe academic situations where success is experienced

Disability Awareness:
- Report accurate information regarding one's own disability
- Express types of accommodations needed for success
- View a disability as only one aspect of life
- Explain the special education services that one receives to others

Persistence:
- Understand the importance of putting forth continued effort in school
- Work toward a goal until it is accomplished
- Utilize multiple strategies to stay on task
- Continue to work toward a goal after facing adversity

Interacting with Others:
- Maintain at least one good friend
- Successfully participate in small groups to complete projects
- Successfully participate in community organizations such as sport clubs and social groups
- Successfully interact with peers, teachers, and other adults

Goal Setting and Attainment:
- Participate in the systematic learning of goal setting and attainment
- Understand of the importance of setting and striving for goals
- Set post-school goals that match skills and interests
- Attain at least one transition goal

Employment:
- Express the desire for a job that matches career interests
- Demonstrate job readiness skills, such as being on time, completing work as assigned, and working cooperatively
- Successfully participate in a career technology or job-training program
- Obtain a paid job

Student Involvement in the IEP:
- Identify effective and ineffective accommodations
- Request additional accommodations when encountered with one that is ineffective
- Discuss post-school goals with the IEP team
- Actively lead one's IEP meeting

Support Community:
- Recognize the difference between individuals who provide a positive source of support from those who do not
- Identify situations when positive support people are needed
- Use help from positive support people only when needed and necessary
- Maintain a support network by showing appreciation or reciprocity

Pacific Rim Summit

Summary

On May 20-22, 2015, pepnet 2 hosted the *Pacific Rim Building State Capacity Summit* in Hawaii for representatives of the Pacific Rim islands that are under U.S. jurisdiction. This was the 6th in the series of Summit meetings, funded through the U.S. Department of Education, that focused on enhancing successful postsecondary outcomes for students who are deaf or hard of hearing. This Summit provided participants from seven Pacific island entities with an opportunity to review critical issues, exchange information, and consider strategies to support programs and services that increase the number and proportion of students who continue past high school and complete postsecondary programs or become employed.

Participants

Pepnet 2 staff worked closely with colleagues in the region to identify stakeholders who might participate in the Summit. Thirty-six participants attended, representing American Samoa, the Commonwealth of the Northern

Mariana Islands, the Federated States of Micronesia, Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau.

Diverse teams are both valued and necessary for change to occur. In the planning process, pepnet 2 staff worked closely with several colleagues to ensure that the team members represented a variety of stakeholder groups, including educational administrators, vocational rehabilitation personnel, parents, transition services staff, postsecondary program professionals, and community members. Through the process of identifying participants, the group recognized that the broad range of services that are available on the United States mainland are not necessarily available on each island entity. Therefore, the teams were more homogeneous than the 50-state teams; the teams from the island entities generally included educators, educational administrators, parents, and vocational rehabilitation personnel. Some entities had transition staff or postsecondary program personnel to include, but these services were not available in each entity.

Agenda

The Summit provided information to help teams develop a working plan to address issues relevant to each jurisdiction. The agenda included content sessions as well as large and small group discussions that addressed the barriers and success factors that comprise a positive transition to postsecondary life. There was an opportunity each day for each team to work together.

Needs and Resources

The island entities face significant challenges when trying to address the needs of children with low-incidence disabilities. The population of students who are deaf or hard of hearing is extremely small in this region, and many students do not have deaf or hard of hearing peers in their communities.

At a very basic level, language development and communication are critical concerns as educational programs struggle to provide qualified personnel to serve in remote areas. As young adults leave high school, there are limited resources available to support them during this transition. Due to the small population of individuals who are deaf or hard of hearing in the region, students and families lack sufficient role models to support dreams of seeking career training or pursuing postsecondary education. For students with disabilities, including those who are deaf or hard of hearing, it can be a significant challenge to find gainful and satisfying employment.

Each island entity had the opportunity to discuss their resources and needs. The broad range of services that are available on the United States mainland are not necessarily available on each island. The lists below show some examples of what was identified during these discussions.

Existing Resources	Needs Identified During th
Parent networks / Parent Teacher Associations	*Additional training for parent*
Initiatives created to increase qualifications of teachers to the B.A. level	*More qualified deaf educators interpreters available in K-12*
Deaf educators and day school programs available in some communities	*Additional programs (e.g., Wo Teach) available across the re*
Basic ASL and exposure from interpreters	*Continuation of ASL courses f interpreters, families, and com members*
Good relationships and collaboration between agencies	*Ongoing professional develop*

Technology introduced in some programs	*Additional use of tech etc.)*
Some MOUs at community colleges to provide access for students with disabilities	*More post-secondary and job training for y*
VR services or community job placement available in some entities	*Additional opportuni and placement servic*
Community organizations that can become part of transition activities	*Strengthen relationsh education programs commerce*

Next Steps

At the close of the Summit, a colleague commented, "*You see one island, you see one island.* Each entity has their unique language and culture; yet, the entities have common needs for more information, evidenced-based practices that are culturally sensitive and relevant, and opportunities for resources to reach, via virtual and on-site, the Pacific region. There is an island family understanding and commitment to maximize resources in the region given the limited resources available to each island."

Teams left the Summit with 1) ideas of what could happen when they returned home, 2) at least two things they could do within one month, and 3) some ideas about how the region could work together on common goals. All of the islands recognized the value of sharing information and resources with administrators, colleagues, and families upon returning home. In addition, they indicated that other efforts to increase professional development opportunities, such as annual meetings, use of technology to provide training, and the development of a cohort approach for deaf educators and interpreters, should be considered.

Recommendations for pepnet 2 Actions

As a result of the *Pacific Rim Building State Capacity Summit*, the pepnet 2 team recommends the following actions:

- Pepnet 2 will send resources and materials to the participants.

- Pepnet 2 will consider establishing a collaborative agreement with an organization within the Pacific region that can serve as the primary point of contact between pepnet 2 and the island entities.

- When appropriate, information about the activities of this group may be shared with other projects (TA&D network and other OSEP initiatives) to foster collaboration and reduce duplication of efforts.

- Pepnet 2 will work with the islands to provide resources and services through the use of technology when possible, since Internet access is not as reliable on all the islands.

- Pepnet 2 will invite stakeholders from the islands to participate in a pilot QuickClass specifically designed for this group.

	What can happen when you go back home?	*What are the top 2 things you can implement within 1 month?*	*What can we do as a region?*
American Samoa	• Share information at an upcoming meeting of 200+ special educators • Show videos to inspire the group. • Discuss programs for Deaf education.	• Review IEPs for the 4 graduating seniors and discuss how we can support them in their plans.	• Meet at least once each year to share information and learn from each other • Include parents <u>and</u> students.
Commonwealth of the Northern Mariana Islands	• Send out a survey to parents to identify their needs. • Share with parents and make them more aware of what they could ask for, and trainings where they could learn more. Access in homes, schools, and community is critical. • Consider establishing a chapter of Hands & Voices	• Set up a group from the three islands that could set up activities that could help students plan and reach their goals.	• Establish a cohort within the region for teachers of the deaf and interpreters • Consider using OJ or a similar resource that can be included in community or classroom
Federated States of Micronesia	• Meet with parents of Deaf children and share what we learned. • Use the videos as a resource.	• Incorporate these ideas in a summer activity plans for parents and students. We will showcase and raise public awareness of what can be done.	• Establish a network of parents, kids, and agencies. • Utilize/establish things that we can do via internet. • Request that pepnet 2 include training in future pn2 budgets.
Guam	• Bring together 2 Deaf community organizations to meet • Plan and coordinate an annual event for Deaf community to come together socially, including EHDI programs, adult Deaf people as role models, and Heather Zimmerman's camp program. • Provide awareness activities at the mall or other areas	• Ask the transition unit to visit the Deaf community church to get more info and insight (assigned to Michelle)	• Create a cohort of interpreters. • Recommend that pepnet 2 include success stories as part of its plan/budget for upcoming competitions to help communities better understand what it takes to be successful.

Next Steps
How will the island entities use the information and resources from the Building State Capacity Summit?

Hawaii	• Create local videos about successful young adults during the Deaf camp that VR plans for summer	• Look at data to determine where there are the missing pieces and how data can help us identify our needs • Explore the possibility of utilizing public broadcasting TV to offer ASL classes • Develop a simple brochure to share with various offices, such as physicians and audiologists	
Republic of the Marshall Islands	• Share information and resources with our administrators and commissioners because they are the linkages	• Share information during the week-long summer institutes for Special Education teachers and parents	• Consider using different opportunities, such as the Pacific Educational Conference (PEC), to bring people together. Educators from the region are invited to participate in workshops which are held during the last week in July on Majuro.
Republic of Palau	• Share our experiences with other teachers and parents.	• Work toward getting all kids and their parents together to develop a workshop, which may form the foundation of a community	• Strengthen existing networks in the region and exchange human resources to help with professional training

Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary Education to Postsecondary Options	Building State Capacity **Pacific Rim**

What do we hope to accomplish by hosting the Pac Rim Summit?	*Utilizing a core group of participants who represent stakeholders from each Pacific Rim jurisdiction, pepnet 2 will host Summit activities in Spring 2015 with these objectives in mind:* 1. *Develop an understanding of the current state of services. What do they already have in place? What's working? What is not working well?* 2. *Provide a mechanism for participants to identify their strengths and needs regarding transition for youth who are deaf or hard of hearing; identify resources and gaps.* 3. *Create a vision of what the participants would like to see happen in transition services on their island. How can we support positive student outcomes?* 4. *Begin to identify steps/resources to realize the vision.*

Wednesday, May 20, 2015	
8:30 – 9:00 Large group session	Welcome and Introductions
9:00 – 9:30 Large group session	Summit overview
9:45 – 11:00 Small group sessions	Group discussions related to transition services "Jobs alike" groups with key questions for each group to address
11:00 – 11:45 Large group session	Reporting to the large group
12:00 – 2:00 Large group session	Working lunch Panel Discussion -- Youth Perspective on Transition Experiences
2:45 – 3:30 Large group session	Presentation – Taxonomy for Transition Programming
3:30 – 4:15	Panel Discussion -- Perspectives on Working Together as Part of a Team - Goals, Strategies, Issues
4:15 – 4:30 Large group session	Afternoon wrap-up Feedback from participants

Thursday, May 21, 2015	
8:30 – 9:00 Large group session	Overview of the day
9:00 – 10:30 Small group sessions	Resource mapping related to transition services What resources/services/programs already exist within each entity?
10:30 – 12:00 Large group session	Reporting to the large group
12:15 – 2:15 Large group session	Working lunch Panel Discussion -- Parent Perspective on Transition Services
2:30 – 3:30 Large group session	Presentation -- Providing Personnel Development via Technology (pepnet 2 resources)
3:30 – 4:30 Small group sessions	Addressing transition issues – team planning time
4:30 – 5:00 Large group session	Afternoon wrap-up Feedback from participants
Friday, May 22, 2015	
8:30 – 9:00 Large group session	Overview of the day
9:00 - 10:15 Large group session	Panel Discussion – Communication in the Family
10:30 – 11:30 Large group session	Next steps • *What can happen when you go back home?* • *What are the top 2 things you can implement within 1 month?* • *What can we do as a region?*
11:30 – noon Large group session	Closing comments

Topics to address during the Summit	- Vision for youth transition - Developing transition plans - Identifying options for youth after high school - Setting realistic goals - Enhancing self-determination skills - College and career-ready skills - Career awareness and planning activities - Using community resources - Supporting families in the transition process - Building community networks to address student needs, local issues, and government requirements

Caribbean Summit

Summary

On November 5 - 7, 2014, pepnet 2 hosted the *Caribbean Building State Capacity Summit* in San Juan, Puerto Rico for representatives from Puerto Rico and the U.S. Virgin Islands. The overall goal of the Summit was to enhance successful postsecondary outcomes for students who are deaf or hard of hearing. This Summit provided participants from both island entities with an opportunity to review critical issues, exchange information, and consider strategies to support programs and services that increase the number and proportion of students who continue past high school and complete postsecondary programs or become employed.

Participants

Pepnet 2 staff worked closely with colleagues in the region to identify stakeholders who might participate in the Summit. Twenty nine individuals participated from Puerto Rico, and fifteen individuals participated from the U.S. Virgin Islands.

Diverse teams are both valued and necessary for change to occur. For this Summit, team members represented a variety of stakeholder groups, including educational administrators, teachers, parents, transition services staff,

independent living center staff, vocational rehabilitation administrators, postsecondary program professionals, and Deaf community members. The group included participants who are deaf, hard of hearing, and hearing.

Agenda

The Summit provided information to help teams develop a working plan to address issues relevant to each entity. The agenda included content sessions as well as large and small group discussions that addressed the barriers and success factors that comprise a positive transition to postsecondary life. There was an opportunity for participants to engage in discussions with peers in similar roles as well as several opportunities for each team to work together.

Session topics included:

- Setting the stage – hopes for student outcomes
- Youth panel to address high school and post-high school experiences   (/contact)
- Resource mapping
- SWOT analysis for each island entity
- Parent perspective on supporting students and youth as they consider options and opportunities after completing high school

Increased Knowledge

Participants reported that the Summit enhanced their knowledge in these areas:

- The challenges faced by students who are deaf or hard of hearing;
- The systemic barriers that contribute to challenges faced by students who are deaf or hard of hearing;
- Availability of tools and strategies for identifying barriers to student success; and
- Availability of tools and strategies for enacting change that removes barriers to success.

The participants also described the new tools and/or strategies that they took away from the Summit. These include:

- Online resources available through pepnet 2;
- Opportunities to collaborate with various groups and organizations in each island entity;
- Use of assistive technology that will enhance independence;
- Strategies for making other agencies and organizations aware of the needs and issues facing youth who are deaf or hard of hearing; and
- Ideas to involve parents more in the transition process.

Next Steps

Teams left the Summit with a better understanding of which organizations and agencies might work together on common goals. Each team also discussed critical issues, prioritized concerns, and began to draft a plan to address them. To support ongoing development and implementation of each plan, pepnet 2 will invite a team of up to 5 members from each island entity to participant in the January 2015 Summit in Washington DC. When appropriate, information about the activities of this group may be shared with other projects (TA&D network and other OSEP initiatives) to foster collaboration and reduce duplication of efforts. Pepnet 2 will work with the islands to provide resources and services through the use of technology when possible.

Meeting Agenda - Printable Information

- Caribbean Summit Agenda – 2014

Building State Capacity to Address Critical Issues in Deaf Education: Transition from Secondary Education to Postsecondary Options	Building State Capacity
	Caribbean Islands

What do we hope to accomplish by hosting the Caribbean Summit?	Utilizing a core group of participants who represent stakeholders from each territory/commonwealth, pepnet 2 will host Summit activities in November 2014 and a date to be determined in 2015 with these objectives in mind:
	1. Develop an understanding of the current state of services. What do they already have in place? What's working? What is not working well?
	2. Provide a mechanism for participants to identify their strengths and needs related to increasing the number and proportion of students who continue past high school and complete postsecondary programs or become employed; identify resources and gaps.
	3. Create a vision of what the participants would like to see happen in their territory/commonwealth. How can we support positive student outcomes?
	4. Begin to identify steps/resources to realize the vision.

Wednesday, November 5, 2014

| 1:30 – 2:30 | Welcome and Summit overview
Review survey results and share other relevant information about the islands
Large group session |
|---|---|
| 2:45 – 4:00 | Group discussions related to transition services
Small group session |
| 4:00 – 4:45 | Reporting to the large group
Large group session |
| Evening | Community activity |

Thursday, November 6, 2014

| 8:30 – 10:00 | Youth perspective on high school and post-high school experiences
Large group session |
|---|---|
| 10:30 – 12:00 | Identifying needs and issues
Small group session |
| 12:00 – 1:30 | Working lunch
Small group discussions on transition topics |

1:45 – 3:00	Resource mapping related to transition services Small group session
3:30 – 4:30	Reporting to the large group Large group session
Evening	No activities planned

Friday, November 7, 2014	
8:30 – 10:00	Parent perspectives on transition experiences Large group session
10:30 – 11:45	Addressing transition issues Small group session
12:00 – 1:30	Working lunch Small group discussions on transition topics
1:45 – 3:00	Next steps - Developing plans - Identifying effective strategies - Using external resources Large group session

Topics to address during the Summit	- Vision for youth transition - Developing transition plans - Identifying options for youth after high school - Setting realistic goals - Enhancing self-determination skills - College and career-ready skills - Career awareness and planning activities - Using community resources - Supporting families in the transition process - Building community networks to address student needs, local issues, and government requirements

Desarrollar la Capacidad del Estado para Hacer Frente a Problemas Críticos en Educación de Sordos: La Transición entre la Educación Secundaria y Postsecundaria Opciones	**Building State Capacity** **Caribbean Islands**

¿Qué es lo que esperamos lograr a través de la Caribbean Summit?	Utilizando un grupo central de los participantes que representan a los socios de cada territorio y de la comunidad, pepnet 2 actividades de la Summit será el anfitrión en 2014 Noviembre y una fecha que se determinará en 2015 con estos objetivos en mente: 1. Desarrollar una comprensión del estado actual de los servicios. ¿Lo que ya está en su lugar? ¿En qué está trabajando? ¿Qué no está funcionando bien? 2. Proporcione un mecanismo a participantes para identificar sus fuerzas y necesidades en cuanto a la transición para la juventud quienes son sordos o difíciles de la audiencia; identifique recursos y huecos. 3. Crear una visión de lo que los participantes quisieran ver en servicios de transición en su territorio y de la comunidad. ¿Cómo podemos apoyarnos positivo los resultados de los estudiantes? 4. Comenzar a identificar los pasos y recursos para hacer realidad la visión.

Miercoles, 5 de noviembre de 2014

1:30 – 2:30	Bienvenida, introducción a la Summit Revisar los resultados de encuesta y compartir otra información relevante sobre las Islas Sesión de grupo grande
2:45 – 4:00	Discusiones de grupo relacionados con servicios de transición Sesión de grupo pequeño
4:00 – 4:45	El reportaje al grupo grande Sesión de grupo grande
La tarde	Actividad comunitaria

Jueves, 6 de noviembre de 2014

8:30 – 10:00	Perspectiva de los jóvenes en experiencias de transición Sesión de grupo grande
10:30 – 12:00	Identificación de necesidades de transición y cuestiones Sesión de grupo pequeño
12:00 – 1:30	Almuerzo de trabajo

1:45 – 3:00	Asignación de recursos relacionado con servicios de transición Sesión de grupo pequeño
3:30 – 4:30	El reportaje al grupo grande Sesión de grupo grande
La tarde	No hay actividades previstas

Viernes, 7 de noviembre de 2014	
8:30 – 10:00	Perspectivas paternales en experiencias de transición Sesión de grupo grande
10:30 – 11:45	Abordar las cuestiones de la transición Sesión de grupo pequeño
12:00 – 1:30	Almuerzo de trabajo
1:45 – 3:00	Próximos pasos - Desarrollo de planes - Identificar estrategias eficaces - Utilización de recursos externos Sesión de grupo grande

Temas para dirigirse durante la Cumbre	- Visión de transición de los jóvenes - Desarrollo de planes de transición - Identificación de las opciones para los jóvenes después de la escuela secundaria - Definir objetivos realistas - Realzar habilidades de la autodeterminación - Colegio y habilidades listas para la Carrera - Sensibilización y planificación de actividades de la Carrera Utilizar los recursos de la comunidad - Apoyar a las familias en el proceso de transición - Desarrollo de redes de la comunidad para dirigirse a necesidades estudiantiles, cuestiones locales y requisitos del gobierno

Historical Information

As the result of a grass-roots effort in 2005, the National State Leaders Summit began to address issues and challenges in deaf education. More than 125 state leaders from 35 state teams representing various state agencies, schools and programs, and parents met in Atlanta for the purpose of working to improve outcomes for all children and youth who are deaf and hard of hearing; annual meetings and activities followed, and state teams were encouraged to work together throughout the year.

Participants represented states that were in various phases of implementing deaf education reform initiatives; they shared a commitment to full communication access and high standards for each child. Initially conceived as a one-time event, the Summit has hosted six face-to-face meetings and a series of webcasts that included four presentations on critical issues. Accomplishments have included:

- The formation of state teams comprised of all critical players (e.g., parents, SEA leaders, State School leaders, and regional/local leaders) who are working together to find solutions.

- State implementation plans.

- State commitments to furthering the goals of the National Agenda for Deaf Education in concert with NCLB and OSEP accountability expectations.

- Initial work in developing outcomes statements and performance measures, including benchmarks, for selected goals from the National Agenda.

In 2012, the Summit planning team presented its mission: *to enhance the capacity in each state to provide evidence-based educational programming for deaf and hard of hearing children and youth in a seamless continuum of programs and services that prepare them for further education, employment, and independent living.*

From 2012 - 2016, the Building State Capacity Summit series was hosted by pepnet 2 (pn2) as part of its efforts to build capacity in states to increase the number and proportion of students who continue past high school and complete postsecondary programs or become employed. The shift reflected the mission and goals of pepnet 2, which was charged by the Office of Special Education Programs, U.S. Department of Education to support these efforts. Teams from all U.S. states and territories were invited to participate.

Transition Planning Taxonomy

Beginning in the 1990s, transition practices research has illustrated that post-school outcomes of students with (/contact) disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education. In general, this concept of transition-focused education represents the perspective that "transition planning" is the fundamental basis of education that guides development of students' educational programs, rather than an "add-on" activity for students with disabilities when they turn age 14 or 16. The impact of transition-focused education is greatly enhanced when service systems and programs connect and support the implementation and application of such learning.

Transition-focused education is directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches, and responsive to the local context and students' learning and support needs.

This framework of transition-focused education provides a structure for educational planning that is outcome-oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders, particularly students and their families.

The *Taxonomy for Transition Programming* provides concrete practices—identified from effective programs—for implementing transition-focused education. Pepnet 2 offered short webinars that address each taxonomy category; to access these, go to the "**Webinars (http://www.pepnet.org/webinars)**" page.

Taxonomy for Transition Programming
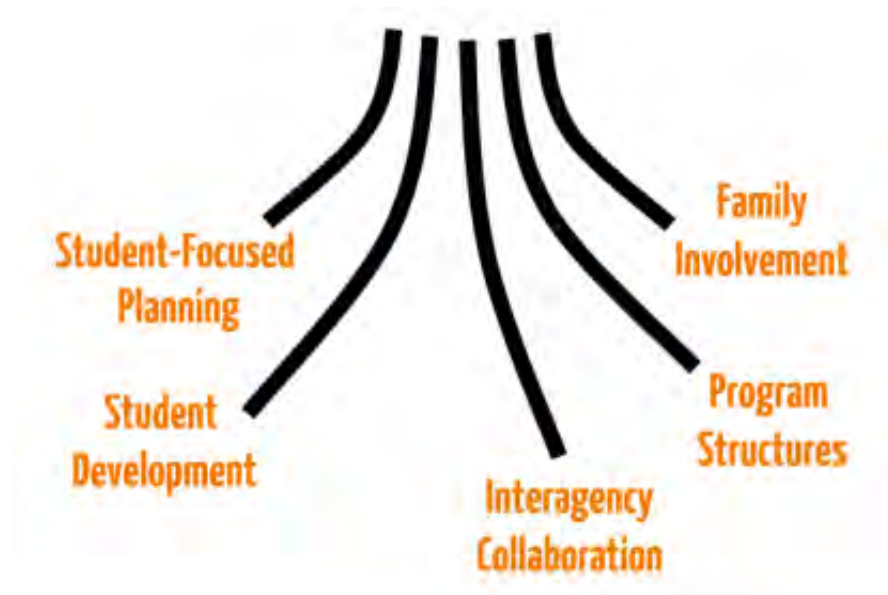
- **Student-focused planning** = the process for developing a student's IEP
- **Student development** = the "stuff" of the educational program
- **Interagency collaboration** = the context for identifying and meeting student and family needs
- **Family involvement** = thread that runs throughout transition education and services – provides relevance
- **Program structures** = provide the infrastructure that facilitates implementation of effective transition education and services

Reference:

Kohler, P. D. (1996). Taxonomy for Transition Programming. Champaign: University of Illinois.

Taxonomy for
Transition Programming

*A Model for Planning, Organizing, and Evaluating
Transition Education, Services, and Programs*

Paula D. Kohler, Ph.D.

The

TAXONOMY

for

TRANSITION
PROGRAMMING

**Student-Focused
Planning**

**Family
Involvement**

**Student
Development**

**Program
Structure**

**Interagency
Collaboration**

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.

The
TAXONOMY
for
TRANSITION
PROGRAMMING

**Student-Focused
Planning**
- IEP Development
- Student Participation
- Planning Strategies

**Family
Involvement**
- Family Training
- Family Involvement
- Family Empowerment

**Student
Development**
- Life Skills Instruction
- Career & vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

**Program
Structure**
- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

**Interagency
Collaboration**
- Collaborative Framework
- Collaborative Service Delivery

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.

STUDENT-FOCUSED PLANNING

IEP Development
— Options identified for each outcome area or goal
— Post-secondary education or training goals and objectives specified in the IEP
— Vocational goals and objectives specified
— Community-related and residential goals and objectives specified (e.g., voting)
— Recreation and leisure goals and objectives specified
— Educational program corresponds to specific goals
— Goals are measurable
— Personal needs are addressed in planning (e.g., financial, medical, guardianship)
— Specific goals and objectives result from consumer choices
— Progress or attainment of goals is reviewed annually
— Responsibility of participants or agencies specified
— Evaluation of participant fulfillment of responsibilities

Student Participation
— Planning team includes student, family members, and school and participating agency personnel
— Assessment information is used as basis for planning
— Transition-focused planning begins no later than age 14
— Meeting time adequate to conduct planning
— Preparation time adequate to conduct planning
— Planning meeting time and place conducive to student and family participation
— Accommodations made for communication needs (e.g., interpreters)
— Referral to adult service provider(s) occurs prior to student's exit from school
— Planning team leader identified

Planning Strategies
— Self-determination facilitated within the planning process
— Planning decisions driven by student and family
— Planning process is student-centered
— Student involvement in decision making
— Documentation of student interests and preferences
— IEP involvement training for students
— Career counseling services provided to student
— Student self-evaluation of process

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.

STUDENT DEVELOPMENT
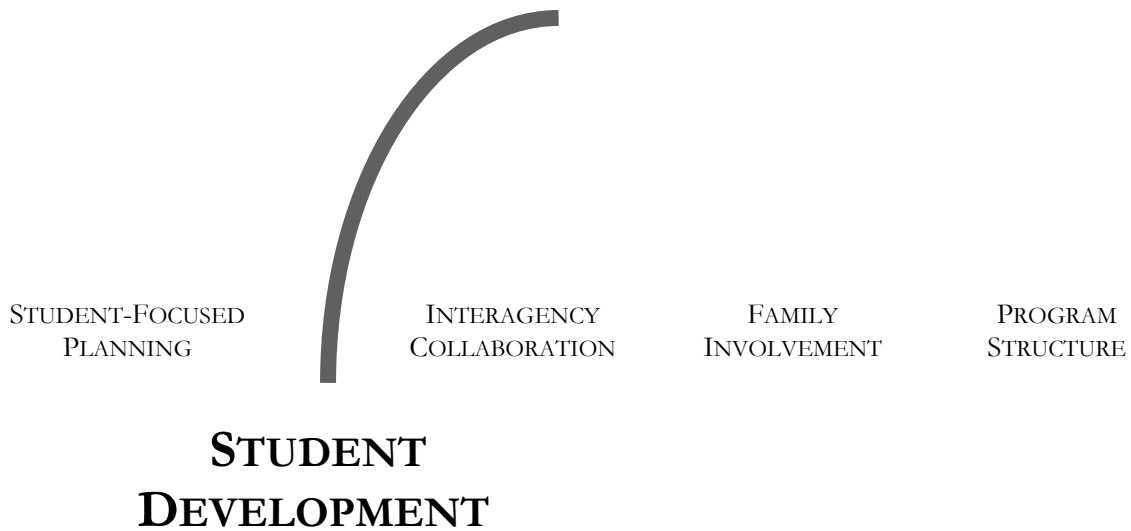
Life Skills Instruction
— Leisure skills training
— Social skills training
— Self-determination skills training, including goal setting and decision making
— Self-advocacy skills training
— Independent living skills training
— Learning strategies skills training

Employment Skills Instruction
— Work-related behaviors and skills training
— Job seeking skills training
— Occupation-specific vocational skill training

Career & Vocational Curricula
— Provide career education curriculum
— Provide tech prep curriculum
— Provide cooperative education curriculum

Support Services
— Identification and development of environmental adaptations
— Identification and development of accommodations
— Identification and development of natural supports
— Provision of related services (e.g., OT, PT, speech therapy, transportation)
— Use of mentors

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.

Assessment
— Vocational assessment (including curriculum-based and situational assessment)
— Academic, cognitive, and adaptive behavior assessments

Structured Work Experience
— Apprenticeships
— Paid work experience
— Work study program
— Job placement services (prior to school exit)

STUDENT-FOCUSED   STUDENT   FAMILY   PROGRAM
PLANNING   DEVELOPMENT   INVOLVEMENT   STRUCTURE

INTERAGENCY
COLLABORATION
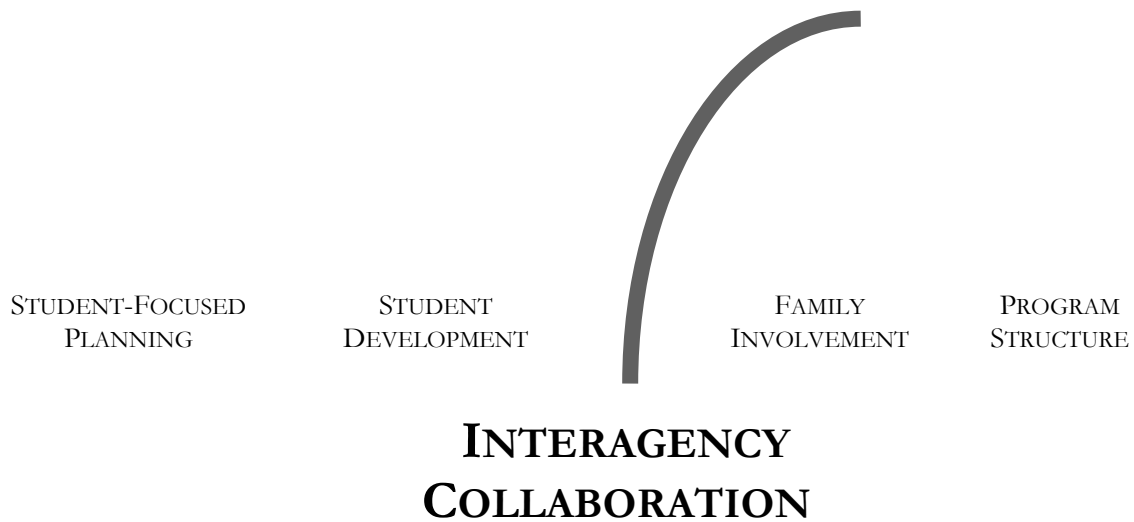
Collaborative Service Delivery
— Coordinated requests for information (e.g., to parents, employers)
— Reduction of system barriers to collaboration
— Collaborative funding and staffing of transition services
— Collaborative development and use of assessment data
— Coordinated and shared delivery of transition-related services
— Systems information disseminated among cooperating agencies
— Collaborative program planning and development, including employer involvement
— Collaborative consultation between special, "regular," and vocational educators
— Collaboration between post-secondary education institutions and the school district

Collaborative Framework
— Interagency coordinating body that includes consumers, parents, service providers,
    and employers
— Formal interagency agreement
— Roles of service providers clearly articulated
— Established methods of communication among service providers
— Student information shared among agencies via established procedures (with appropriate
    release of information and confidentiality)
— Single-case management system
— "Lead" agency identified
— Designated transition contact person for all service providers

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.

STUDENT-FOCUSED
PLANNING

STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

PROGRAM
STRUCTURE

FAMILY INVOLVEMENT
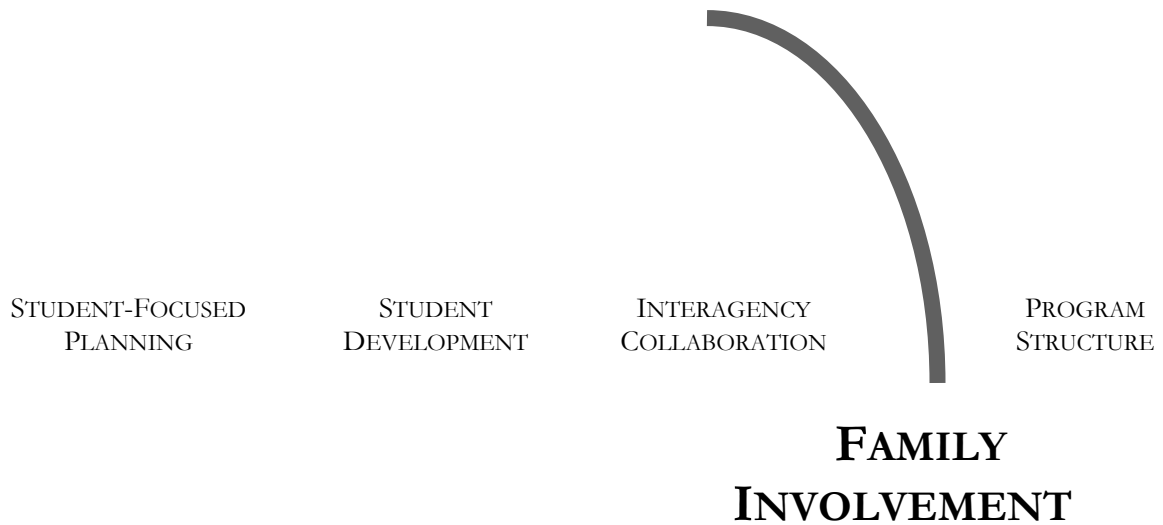
Family Involvement
— Participation in program policy development
— Participation in service delivery
— Involvement in student assessment
— Participation in evaluation of student's program
— Parents/families exercise decision making
— Parent/family attendance at IEP meeting
— Parents/family members as trainers
— Parents/family members as mentors
— Parents/family role in natural support network

Family Empowerment
— Pre-IEP planning activities for parents/families
— Parents/families presented with choices
— Transition information provided to parents/families prior to student's age 14
— Structured method to identify family needs
— Parent/family support network
— Child care for transition-related planning meetings (e.g., IEP, ITP)
— Respite care
— Information to parents/families provided in their ordinary language

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.

Family Training
— Training about promoting self-determination
— Training about advocacy
— Training about natural supports
— Training focused on their own empowerment
— Training on transition-related planning process (e.g., IEP, ITP)
— Training about agencies and services
— Training on legal issues

STUDENT-FOCUSED
PLANNING
STUDENT
DEVELOPMENT
INTERAGENCY
COLLABORATION
FAMILY
INVOLVEMENT
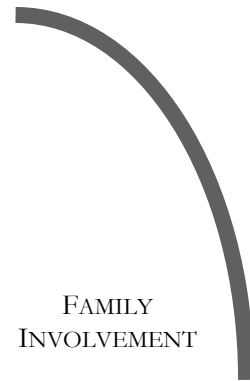
PROGRAM STRUCTURE

Program Philosophy
— Curricula are community-referenced
— Curricula are outcome-based
— Education provided in least restrictive environment
— Education provided in integrated settings
— Student has access to all educational options (secondary and post-secondary)
— Cultural and ethnic sensitivity in programs and planning
— Flexible programming to meet student needs
— Program planning is outcome-based
— Longitudinal approach to transition (early childhood to adult)

Program Evaluation
— Data-based management system
— Evaluation utilization for program improvement
— Ongoing program evaluation
— Specific evaluation of student outcomes
— Student/family role in program evaluation
— Secondary-level education services needs assessment
— Post-school services or program needs assessment
— Annual evaluation of interdisciplinary policy and procedures

Kohler, P.D. (1996). *Taxonomy for Transition Programming.* Champaign: University of Illinois.

Strategic Planning
— Community-level strategic planning focused on local issues and services
— Regional-level strategic planning
— State-level strategic planning
— Community-level transition body focused on local issues and services
— Regional-level transition body focused on regional/state issues
— State-level transition body focused on regional/state issues

Program Policy
— Adult service systems restructured to include transition-related planning
   and services as integral components
— Education system restructured to include transition-related planning
   and services as integral components
— Administrative, school board, and community support for the program
— Program values, principles, and mission are clearly articulated
— Specific and consistent transition-related policies and procedures between
   and within agency and education participants
— Transition planning program structure and process clearly articulated

Human Resource Development
— Transition practices resource materials available to personnel, families, and employers
— Assigned staff are qualified
— Preservice training on transition practices
— Sufficient allocation of personnel
— Transition-related technical assistance
— Establishment of transition-related personnel competencies
— Ongoing transdisciplinary staff development

Resource Allocation
— Creative use of resources
— Sufficient allocation of resources
— Student/family role in resource allocation
— Resources transferred from sheltered and/or segregated facilities to
   community-based and/or integrated settings

State Teams

United States:
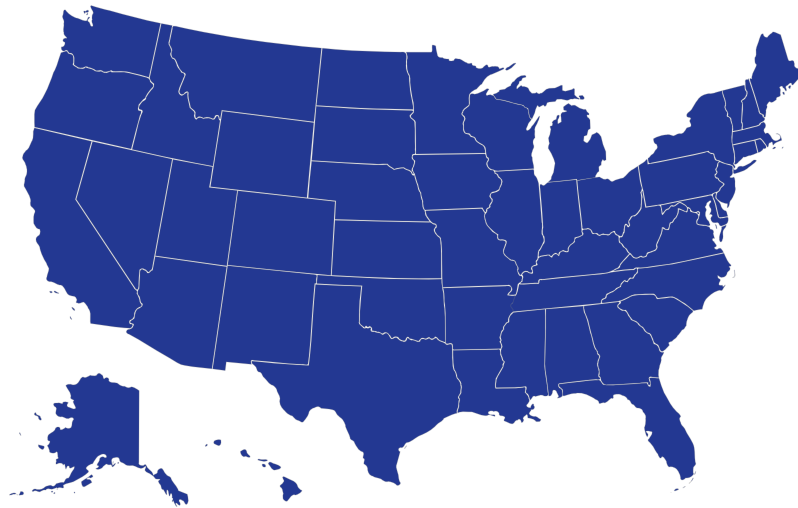
District of Columbia

Puerto Rico:

US Virgin Islands

American Samoa:

Micronesia

Guam

Palau

Northern Mariana Islands

Marshall Islands

Washington Team

Washington Team

Summit 2015 participants

Washington State Plan Overview

- Targeted Taxonomy Area: Program Structure

- Type of Project: website

- Summary: The state of Washington's goal is to increase interagency cooperation to better address the needs of students who are deaf and hard of hearing as they transition to post-secondary education. To accomplish this goal, the team has identified areas of concern and is connecting with stakeholders to remedy the issues.

Additionally, stakeholders will assist the Summit team in creating a website to house state and local transition resources.

By June, 2016, Washington will have held quarterly meetings of invested stakeholders and will have completed a website intended to disseminate information and resources. Moreover, the team will have designed a plan for data disaggregation with the CCTS (Center for Change and Transition Services) to analyze data and increase the team's understanding of necessary transition services.

(/contact)

Activities through January 2015:

• Held structured meetings focusing on the state team's goals.

Team Member and Roles

Team Lead Email	carolc@cwu.edu (mailto:carolc@cwu.edu)
Sue Ann Bube	Postsecondary Education Program Staff
Dan Crady	Transition Services Staff
Toni Stromberg	Parent
Jennifer White	Community-based Agency Staff
Carol Carrothers	State Educational Consultant
Jennifer Ellis	Transition Teacher
MIchelle McConaghy	Vocational Rehabilitation Counselor (RCD)

Washington State Information

• Square Miles: 66,455.52

• Population: 6,724,540

• School Districts: 295

- DHH Children Ages 14-21: 414

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Oregon Team

Oregon Team

Summit 2015 participants

Oregon State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: Oregon's goal was to ensure coordinated and smooth transitions for students who are deaf or hard of hearing as they move from high school to the next phase of their lives. To accomplish this goal, the team identified transition agencies to participate in several collaborative events sharing information to ensure each student had access to the resources they needed. In addition, we developed several collaborative efforts in order to ensure

partnerships serving D/HH youth currently undergoing transition from high school. At the same time, we also provided educational resources for D/HH youth who were getting ready to enter the transitional phase.

As of January 2016, Oregon held four Deaf and Hard of Hearing youth transition information sharing events. Over 150 individuals attended these events focusing on Deaf and Hard of Hearing youth transition resources and partnering with various agencies. In addition, state teams held bi-monthly meetings to focus on goals of service provision and collaboration.

Team Members and Roles

Team Lead Email	**kathryn.e.eckert-mason@state.or.us (mailto:kathryn.e.eckert-mason@state.or.us)**
Patrick Graham	Parent
Katie Heise	Educational Administrator
Miranda Featherstone	Independent Living Center Staff
Beck Emmert	Independent Living Center Staff
Julie Reis	Indepdenent Living Center Staff
Eleni Boston	Regional Education Program
Camille Atkinson	Vocational Rehabilitation
Kathryn Eckert-Mason	Vocational Rehabilitation Counselor (RCD)

Oregon State Information

- Square Miles: 95988.01

- Population: 3,831,074

- School Districts: 186

- DHH Children Ages 14-21: 276

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

California Team

California Team

Summit 2015 participants

California State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Website

- <u>Summary</u>: The state of California's goal is to assist individuals who are Deaf or Hard of Hearing, including those who are non-college-bound, to achieve employment and independence. To accomplish this goal, the team will focus on 1) developing a website of transition tools for the students, 2) training districts and spreading the use of the standardized statewide Special Education Local Plan Area (SELPA) ITP form to be used by the students and their

school teams, and 3) eventually establishing a vocational training center designed for Deaf and Hard of Hearing individuals.

By June, 2016, California will have developed the Best Practices website. as well as a standardized ITP form in use by a number of schools.

Activities through January 2015:

•   Built and launched a website supporting the state teams goal's.
•   Created a state form for stakeholders.
•   Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**nsager@cde.ca.gov (mailto:nsager@cde.ca.gov)**
Nancy Sager	State Education Consultant
Cynthia Sandoval	Parent
Elena Gomez	VR Administrator
Dana Brittingham	Postsecondary Education Program Staff
Shelly Gravatt	Educational Administrator

California State Information

- Square Miles: 155,779.22

- Population: 37,253,956

- School Districts: 955

- DHH Children Ages 14-21: 4194

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Nevada Team

Nevada Team

Summit 2015 participants

Nevada State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Nevada's plan is to better prepare students who are deaf or hard of hearing for a successful transition from high school to post-secondary services by increasing their knowledge and skills as they relate to transition resources. To accomplish this goal the state is using interagency collaboration to further develop and implement existing transitional services. Information will be

disseminated among cooperating agencies and, funding/staffing needs for transitional services are being determined.

By June 2016, 85% of students ages 16 to their 22nd birthday will have a comprehensive transition plan, greater awareness of options available to them after completing high school, and an ability to demonstrate the importance of self-determination and advocacy in reaching their transition goals.

Activities through January 2016:

- Developed and filled a new position -- "Transition Specialist for the Deaf and Hard of Hearing"
- Established an extensive list of invested stakeholders.
- Solidified the direction the state team will continue in.
- Presented to State Special Education Directors

Team Members and Roles

Team Lead Email	**kslaird@interact.ccsd.net (mailto:kslaird@interact.ccsd.net)**
Karen Laird	Educational Administrator
Kimberlee Holloway	Parent; Local or regional school district representative
Cindy Roller	Parent
Antoinette Lewis	TransitionSpecialist for the Deaf
Betty Hammond	Community agency administrator

Nevada State Information

- Square Miles: 109,781.18
- Population: 2,700,551

- School Districts: 17

- DHH Children Ages 14-21: 168

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Idaho Team

Idaho Team

Summit 2015 participants

Idaho State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Idaho's goal is to increase the post secondary school success of persons who are deaf or hard of hearing. To accomplish this goal the summit team is increasing collaborative efforts between state and local educational services. The summit team is collecting data on students and available programs to share with state and local educational specialists. The team is also providing training opportunities that will create a deeper working

relationship between IDVR (Idaho Division of Vocational Rehabilitation) and IESDB (Idaho Educational Services for the Deaf and Blind).

By June, 2016, Idaho will have brought together at least 5 adult agencies that will work together in a collaborative initiative to leverage resources and increase successful transitions into post secondary education and/or the work force.

Activities through January 2016

- Developed a collaborative agreement statement.

- Facilitated the signing of a statement of collaboration between ten agencies on a common agenda.

- Created, disseminated, and analyzed a survey of agency providers to better understand the next steps for our collaboration.

- Developed a product to assist in community outreach.

- Held structured meetings focusing on the state team's goals.

Team Members and Role

Team Lead Email	**ann.flannery@iesdb.org (mailto:ann.flannery@iesdb.org)**
Ann Flannery	Transition Services Staff
Jayne Womack	Parent
Steven Snow	Community Based Agency Staff
Renee Miner	State Education Consultant
Allison Lowenthal	VR Transition Coordinator

Idaho State Information

- Square Miles: 82,643.12

- Population: 1,567,582

- School Districts: 116

- DHH Children ages 14-21: 88

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Montana Team

Montana Team

Summit 2015 participants

Montana State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Resource Manual

- <u>Summary</u>: The Resources for LIFE—DHH (Living Independently – Forever Empowered) project hopes to positively impact the lives of Montana's deaf and hard of hearing students by providing support that allows them to share who they are, contribute to the world around them and ultimately strengthen society as a whole.

To accomplish this goal by June 2016, the project will provide students with a mechanism in print and on the Montana Office of Public Instruction, Disability and Transition Division, the Montana School for the Deaf and Blind, and the Montana Youth Transition websites to access resources in their region, the state, and the country to support them in gaining and maintaining employment, entering and finishing post-secondary education, and/or vocational training.

Activities through January 2016:

• Connected with other states, expanding the team's perspectives during the planning stages.

Team Members and Roles

Team Lead Email	**STulloch@mt.gov (mailto:STulloch@mt.gov)**
Shawn Tulloch	VR Statewide Coordinator of the Deaf (SCD)
Kelly Olson	Educational Representative
Francisco Roman	State Education Consultant
Kim Schwabe	Educational Representative
Donna Sorenson	Educational Administrator
Ginny Haines	Regional or Local Educational Program Educator
Wendy Williams	Parent

Montana State Information

- Square Miles: 145,545.8

- Population: 989,415

- School Districts: 417

- DHH Children Ages 14-21: 26

* From OSEP's 35th annual report published in 2013, based on data reported in 2011

regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics,

Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11,

Provisional Version 2a.

Wyoming Team

Wyoming Team

Summit 2015 participants

Wyoming State Plan Overview

- Targeted Taxonomy Area: Student Development

- Type of Project: Presentations

- Summary: The state of Wyoming's Summit goal is to ensure deaf and hard of hearing students have access to every opportunity in order to maximize their potential as they transition from high school to post-secondary options. To accomplish this goal, the team is creating Secondary Transition Workshops providing students, teachers, and

professionals with self-advocacy training and information on resources and accommodations as they prepare their transition plans.

By June, 2016, Wyoming will have held a Secondary Transition Workshop with 50-60 attendees, 20-30 of which will be students who will demonstrate an increased knowledge of the resources available to them.

Activities through January 2015:

- Planned and held a Secondary Transition Workshop.
- Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**Christie.fritz@wyo.gov (mailto:Christie.fritz@wyo.gov)**
Lori Cielinski	VR Statewide Coordinator of the Deaf (SCD)
Christie Fritz	State Education Consultant
Nicky Harper	Transition Consultant
Jo Otterholt	Transition Services Staff
Kim Reimann	Parent
Janine Cole	State Education Consultant

Wyoming State Information

- Square Miles: 97,093.14

- Population: 563,626

- School Districts: 48

- DHH Children Ages 14-21: 49

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Colorado Team

Colorado Team

Summit 2015 participants

Colorado State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The State of Colorado's goal is to improve transition outcomes of students who are deaf or hard of hearing (DHH). Several objectives are being pursued to accomplish this goal: 1) create and engage a statewide inter-agency transition team; 2) select and consolidate currently existing transition materials that can be adapted and implemented to improve the transition process; 3) collaborate with a large public school district to create a

pilot program to implement student-led transition IEPs; 4) evaluate the success of the pilot program to create a sustainable model for implementation outside of the pilot district.

The team will develop curriculum for student-led transition IEPs and will train a cadre of DHH staff working with DHH students by fall semester 2016.

Activities through January 2016:

- Solidified a core group of stakeholders.

- Secured an agremeent with a large public school district to be the pilot site.

- Created a needs assessment survey for DHH staff and service providers.

- Created a curriculum to support teaching staff in implementing student-led IEPs.

Team Members and Roles

Team Lead Email:	**mathers_r@cde.state.co.us (mailto:mathers_r@cde.state.co.us)**
Ruth Mathers	State Education Consultant
Barb Bryant	VR statewide Coordinator of the Deaf (SCD)
Susan Elliott	Local Educational Program Teacher of the Deaf
Sara Kennedy	Parent
Shauna Moden	Special Educational Administrator

Colorado State Information

- Square Miles: 103,641.89

- Population: 5,029,196

- School Districts: 178

- DHH Children Ages 14-21: 464

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

New Mexico Team

New Mexico Team

Summit 2015 participants

New Mexico State Plan Overview

- Targeted Taxonomy Area: Interagency Collaboration

- Type of Project: Collaborative Network

- Summary: The state of New Mexico's goal is to improve services for students who are deaf and hard of hearing and transitioning to post-secondary life. To accomplish this goal, the team has created a collaborative network of service agencies including NMDVR (New Mexico Department of Vocational Rehabilitation); NMSD (New Mexico School for the Deaf); NMCDHH (New Mexico Commission for the Deaf and Hard of Hearing); New

Mexico Department of Workforce Solutions; and the New Mexico Public Education Department (NMPED). The team will create an MOU (Memorandum of Understanding) requiring the sharing of data with the network of agencies. Additionally, the team is developing and providing trainings run by NMSD and NMCDHH, for agencies providing service to deaf and hard of hearing students transitioning to post-secondary life.

By June 2017, New Mexico will have drafted, vetted and approved an MOU between selected agencies and be conducting regular trainings for service agencies.

Activities through January 2016:

•   Implemented trainings for DVR and DWS; plan to add trainings for the New Mexico Public Education Department soon.
•   Worked through issues concerning data sharing between key stakeholders.
•   Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**susan.jojola@nmsd.k12.nm.us (mailto:susan.jojola@nmsd.k12.nm.us)**
Lary Campos	Community Based Agency Staff
Susan Pepper-Jojola	State Education Consultant
Charlene Chavez	VR Administrator
Jesse Woosley	Transition Services
Richard Bailey	Community Based Agency Staff

New Mexico State Information

- Square Miles: 121,298.15

- Population: 2,059,179

- School Districts: 89

- DHH Children Ages 14-21: 700

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Utah Team

Utah Team

Summit 2015 participants

Utah State Plan Overview

- <u>Targeted Taxonomy Area</u>: Family Involvement

- <u>Type of Project</u>: Presentations

- <u>Summary</u>: The state of Utah's goal is to better inform families of deaf and hard of hearing children of the options and resources available to support them and their child as they transition from high school to the next phase of their lives. To accomplish this goal, state agencies USDB (Utah School for the Deaf and Blind), USOR (Utah State Office of Rehabilitation) and DSDHH (Utah State Division of Services to the Deaf and Hard of Hearing) are collaborating together to establish informational fairs, Family Universities

and to improve community awareness of transition services and options. The team will also hold bimonthly classes at the Sanderson Deaf Center encouraging family participation in the transition process.

By June 2016, Utah will have held transition themed workshops with 80% of the families in attendance indicating that their understanding of their child's transition needs and resources have increased due to their participation in a class/fair.

Activities through January 2015:

- Created a Family University providing families and students with transition information.

- Held structured meetings focusing on the state team's goals.

- Utah School for the Deaf has been actively collaborating with our Deaf communty center, VR, and the State Office of Education for mamy trainings and activities.

- A transition task force has been meeting monthly and includes many stakeholders to improve student outcomes for transition students. There will be a transition fair later this year.

Team Members and Roles

Team Lead Email	michellet@usdb.org (mailto:michellet@usdb.org)
Benjamin Platt	Transition Services Staff
Marilyn Call	Vocational Rehabilitation Administration
Kelly Boehmer	VR Statewide Coordinator of the Deaf (SCD)
Wade Hester	Transition Services Staff
Michelle Tanner	Educational Administrator

Utah State Information

- Square Miles: 82,169.62

- Population: 2,763,885

- School Districts: 41

- DHH Children Ages 14-21: 150

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Arizona Team

Arizona Team

Summit 2015 participants

Arizona State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Interagency Data Sharing

- <u>Summary</u>: Arizona's overall goal statement is by September 2016 to develop a statewide netowrk of invested stakeholders of service providers to assist with a smooth transition from secondary education to adult services and eventual independence.

- <u>Primary Activities:</u>

Develop IGAs/MOUs/Data Sharing agreements between key stakeholders to allow for data sharing and unique identifier number sharing protocol from agency to agency to bridge transition points in services. This would also provide a longitutidinal look at deaf and hard of hearing students throughout their life in the educational and adult services systems.

- Outcomes to Date:

  - Development of Transition-aged, DHH-specific job fairs

  - Collaborative events and community outreach between community and agency partners (*Employer Lunch and Learn* workshops, Mock interview events, partnerships with WIOA stakeholders, and DHH assistive technology-focused workshops)

  - With the development of a data-sharing agreement with ASDB (the agency), we will have located 95% or more of the DHH students across Arizona currently within the education system.

  - We've modified our original goal and now will utilize databases/electronic case file systems currently in use and bridge the information from agency to agency via developing a "unique identifying number" sharing protocol between agencies.

Team Members and Roles

Team Lead Email:	skneifel@azdes.gov (mailto:skneifel@azdes.gov)
Sue Kay Kneifel	VR Statewide Coordinator of the Deaf (SCD)
Kathryn Kreimeyer	Personnel Preparation Program Faculty
Shelley Herbold	Parent
Angela Denning	ASDB Representative
Sherri Collins	Community-based Agency Staff

Arizona State Information

- Square Miles: 113,594.08

- People: 6,392,017

- Local Education Agencies (LEA): 72

    - Traditional Districts: 299

    - Charters: 426

- DHH Children ages 14-21: 508

- Total adults aged 20+ with hearing loss: 1,145,166

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Videos

Texas Team

Texas Team

Summit 2015 participants

Texas State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The State of Texas's goal is to increase the ability of students who are deaf or hard of hearing to successfully transition from high school to the next phase of their lives. To accomplish this goal, the team is engaging in a few strategies, including; 1) creating a collaborative network of stakeholders to come together in round table discussions to create a plan of action; and 2) revising the transition website making it more useable as a medium for exchanging information on a statewide basis.

Texas collected feedback and subsequently modified the Texas Transition website. They held the first Round Table and drafted an action plan to increase transition services. The team, as a result of the stakeholder meetings, developed a directory of contacts related to transition services and disseminated it.

Activities through January 2016:

- Connected with stakeholders to engage in state team plan

- Created a survey concerning transition information

- Held structured meetings focusing on the state team's goals

- Held roundtable discussions with stakeholders

Team Members and Roles

Team Lead Email	**theresa.johnson@tsd.state.tx.us (mailto:theresa.johnson@tsd.state.tx.us)**
Anne Hoscheit	VR Administrator
Theresa Johnson	Parent
K-Leigh Villanueva	Postsecondary Education Program Staff
Ava Robinson	Transition Services Staff
John A Serrano	Educational Administrator

Texas State Information

- Square Miles: 261,231.71

- Population: 25,145,561

- School Districts: 1,031

- DHH Children Ages 14-21: 2414

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Oklahoma Team

Oklahoma Team

Summit 2015 participants

Oklahoma State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The State of Oklahoma's goal is to connect service providers, educators, families, and postsecondary institutions giving students who are deaf or hard of hearing better access to the knowledge, experiences, and resources to be successful in the transition process. To accomplish this goal, the team is creating a collaboration of invested stakeholders to assist in the creation of a website that will be used as a central location for transition

resources. In addition to the website, the team is engaging in a number of other strategies, including: 1) creating an annual transition workshop for teachers; 2) incorporating a deaf education component in the Oklahoma Transition Institute; 3) reestablishing professional organizations for the teachers of the deaf and hard of hearing; and 4) holding quarterly meetings of the invested stakeholders

By June 2016, Oklahoma will have reestablished OTHI (Oklahoma Teachers of the Deaf and Hard of Hearing) with membership of 20% of the teachers for the deaf and hard of hearing. In addition, the state will have created its resource website and will be seeing a greater awareness of transition resources and programs.

Activities through February 2016:

- Created a coalition and held 5 meetings.
- Established the branding for the state team's project.
- Created working committees.
- Developed and launched an informational website.

Team Members and Roles

Team Lead Email	**okdhhtc@gmail.com (mailto:okdhhtc@gmail.com)**
Website	www.okdhhtc.org (http://www.okdhhtc.org)
Lisa Barnum	Regional or Local Educational Program Educator; Co-chair
Matt Reynolds	Personnel Preparation
Jonathon Cook	VR Statewide Coordinator of the Deaf (SCD)
KaAnn Varner	Educational Administrator
Wende McKenzie	Parent

| Kimberly | Statewide VR Transition Coordinator; Co-chair |
| Osmani | |

Oklahoma State Information

- Square Miles: 68,594.92

- Population: 3,751,351

- School Districts: 526

- DHH Children Ages 14-21: 393

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Videos

Oklahoma Showcase

Kansas Team

Kansas Team

Summit 2015 participants

Kansas State Plan Overview

- Targeted Taxonomy Area: Program Structure

- Typer of Project: Collaborative Network

- Summary: The state of Kansas's goal is to provide equitable and valuable transition services and resources for students who are deaf or hard of hearing, parents, agencies, and stakeholders in order to increase students' quality of life as they transition from secondary education to adulthood. To accomplish this goal, the team is conducting a statewide Needs Assessment survey to identify existing resources as well as gaps in resources to better support

transitioning youth. The team is developing a network system for appropriate referrals, as well as assessing the data collected to create short and long term state goals based on unmet needs.

By June, 2016, the team will have completed and distributed the Needs Assessment survey, having 150-200 stakeholders responding to the assessment. The data will then be compiled and available for analysis and future action plan development

Activities through January 2015:

•   Worked with a post-secondary program to conduct a statewide needs assessment on Transition Services.
•   Compiled and analyzed surveys, and planned further action.

Team Members and Roles

Lead Team Email	**lbarron@kssdb.org (mailto:lbarron@kssdb.org)**
Luanne Barron	Educational Administrator
Kevin Milner	Transition Services Staff
Robert Cooper	VR statewide Coordinator of the Deaf (SCD)
Joan Houghton	State Education Consultant
Michelle Keck	Center for Independent Living

Kansas State Information

- Square Miles: 81,758.72

- Population: 2,853,118

- School Districts: 312

- DHH Children Ages 14-21: 169

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Nebraska Team

Nebraska Team

Summit 2015 participants

Nebraska State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Youth Activity

- <u>Summary</u>: The state of Nebraska's goal is to use the Person-Centered Planning process for students who are Deaf or Hard of Hearing. The Person-Centered Planning process includes training facilitators, conducting student-centered planning meetings, providing support to facilitators and increasing family involvement as students prepare to successfully transition from high school to the next phase of their lives. By June, 2016, 80% of

approximately 40 Nebraska students (freshman from the
2013-2014 school year) who are Deaf or Hard of Hearing
will have participated in the Person-Centered Planning
process. It is expected that the knowledge gained will be
reflected in 80% of the transition goals on the IEP and in
the post-process surveys.

Activities through January 2015:

•   Held a person centered planning training for teachers of the
deaf, administrators, and Department of Education staff.
•   Completed stakeholder training.
•   Initiated pilot program for students with additional activities.
•   Distributed and analyzed pre- and post-training surveys;
evaluated process.
•   Created an informational video on person-centered planning
process.

Team Members and Roles

Team Lead Email	**rhonda.fleischer@esu9.us (mailto:rhonda.fleischer@esu9.us)**
Vicki Steinhauer-Campbell	Vocational Rehabilitation Representative
Jill Bird	Educational Administrator
Pat Bracken	VR Statewide Coordinator of the Deaf (SCD)
Jonathan Scherling	Personnel Preparation
Donna Moss	Educational Administrator
Rhonda Fleischer	State Education Consultant
Laura Barrett	Educational Administrator

Nebraska State Information

- Square Miles: 76,824.17

- Population: 1,826,341

- School Districts: 251

- DHH Children Ages 14-21: 195

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

South Dakota Team

South Dakota Team

Summit 2015 participants

South Dakota State Plan Overview

- Targeted Taxonomy Area: Student Development; Family Involvement

- Type of Project: Website

- Summary: Our South Dakota transition project will be student focused planning and family involvement. The team will address the development of a transition tab resource on the South Dakota School for the Deaf (SDSD) website to collect essential data to support needs and gaps of

services. Ultimately, increasing transition service
awareness available to Deaf/Hard of Hearing students will
lead to improved transition outcomes in our state.

Team Members and Roles

Team Lead Email	**Katie.Gran@state.sd.us (mailto:Katie.Gran@state.sd.us)**
Teresa Nold	Parent
Katie Gran	VR Counselor
Jodi Schnider	State Education Consultant

South Dakota State Information

- Square Miles: 75,811

- Population: 814,180

- School Districts: 152

- DHH Children Ages 14-21: 37

* From OSEP's 35th annual report published in 2013, based on data reported in 2011

regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics,

Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11,

Provisional Version 2a.

North Dakota Team

North Dakota Team

Summit 2015 participants

North Dakota State Plan Overview

- Targeted Taxonomy Area: Student Focused Planning

- Type of Project: Youth Activity

- Summary: The state of North Dakota's Plan is to improve the independence, self-determination, and self-advocacy of students who are deaf or hard of hearing to better prepare them for successful transition into post-secondary life. To accomplish this goal, the team is creating training opportunities for students that will include breakout sessions lead by deaf adults with successful transition backgrounds and agency panels for students and parents

to learn more about the transition process. To assure efficacy of the trainings, pre/post training evaluations will be distributed and collected. This evaluation will be followed up by another evaluation 3 months later to see how the activity impacted their overall independence.

By June 2016, students in North Dakota will have participated in at least one statewide transition training opportunity and have completed all available pre/post surveys.

Activities through January 2015:

•   Held educational workshops for students, parents, professional, and interpreters on transition resources.
•   Regularly participated in state and regional community and practice meetings.
•   Strengthened networks, connecting parents, students, and professionals.
•   Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**lamberb@fargo.k12.nd.us (mailto:lamberb@fargo.k12.nd.us)**
Bambi Lambert	Regional or Local Educational Program Educator
Renae Bitner	Community-based Agency Staff
Tom Schiwal	VR Administrator
Pam Smith	Community-based Agency Staff
Kristen Vetter	Community-based Agency Staff

North Dakota State Information

- Square Miles: 69,000.8

- Population: 672,591

- School Districts: 183

- DHH Children Ages 14-21: 34

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Minnesota Team

Minnesota Team

Summit 2015 participants

Minnesota State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Data collection, transition guide, and webinars

- <u>Summary</u>: The State of Minnesota's goal is to help students who are deaf or hard of hearing maximize their potential and involvement as they transition from high school into post secondary education options. To accomplish this goal, the team is engaging in a number of strategies, including: 1) adding webinars and resources for teachers and VR counselors to the existing teacher training

transition website; 2) expanding existing family/student events to disseminate an increased amount of transition information; 3) extending the current Minnesota Department of Education (MDE) data to include Vocational Rehabilitation Services (VRS) data related to transition aged students; and 4) implementing a post-school outcome survey for deaf, deafblind, and hard of hearing students across the state who have graduated, aged-out, or dropped out.

Outcomes to date:

- Created professional/student webinars to expand our online Deaf & Hard of Hearing transition guide, including an assessment for CEUs.

- Conducted five transition training events for professionals.

- Improved transition data in the Deaf & Hard of Hearing Legislative report to include interagency data.

- Increased from 0 to 5 transition events for parents and students across the state.

- Created a new post school outcome survey to distribute to Deaf & Hard of Hearing teachers across the state to collect transition information on deaf, hard of hearing, and deafblind students one year after graduation.

Team Members and Roles

Team Lead Email	**glpalmberg@district287.org (mailto:glpalmberg@district287.org)**
Mary Cashman Bakken	State Education Consultant
Anna Paulson	Community Based Agency Staff
Greta Palmberg	Parent
Elise Knopf	VR statewide Coordinator of the Deaf (SCD)

Jay Fehrman   Educational Administrator

Minnesota State Information

- Square Miles: 79,626.74

- Population: 5,303,925

- School Districts: 337

- DHH Children Ages 14-21: 758

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Videos

Minnesota State Summit Showcase

Minnesota Student Perspectives

Iowa Team

Iowa Team

Summit 2015 participants

Iowa State Plan Overview

- <u>Targeted Taxonomy Area</u>: Program Structure

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Iowa's goal is to better understand and increase the current level of success in transition services for deaf and hard of hearing students as they move from secondary education to adulthood. To accomplish this goal the team will identify all of the students in the state who are on IEP's (Individualized Education Programs) and who receive VR services and determine the rate of successful transitions

By June, 2016, Iowa will have determined the success rate of students who receive VR services or who have an IEP and their success rate as they transitioned from post secondary education.

Activities through January 2016:

- Focused on the creation on a data sharing system.
- Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**mgunderson@iowaschoolforthedeaf.org (mailto:mgunderson@iowaschoolforthedeaf.org)**
Mark Draper	Educational Administrator
John Cool	Educational Administrator
Charlie Levine	Vocational Rehabilitation Counselor (RCD)
Susan Rolinger	Parent
Marsha Gunderson	Educational Administrator

Iowa State Information

- Square Miles: 55,857.13

- Population: 3,046,355

- School Districts: 359

- DHH Children Ages 14-21: 907

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Missouri Team

Missouri Team

Summit 2015 participants

Missouri State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Missouri's plan is to better prepare students who are deaf or hard of hearing as they transition from high school to the next phase of their lives. To accomplish this goal the state intends to increase collaboration between agencies that provide services for transitioning students. The team is creating a resource list. The team will provide information to students, parents, and stakeholders about available state resources.

By June 2016, Missouri will have provided 25 students with the ability to identify 2 resources that will help them reach their transition goals.

Activities through January 2015:

•   Connected with the Missouri School for the Deaf to provide outreach information to schools.
•   Collaborated with Special School Districts to encourage a working relationship with schools.
•   RTN sharing information.
•   Held structured meetings focused on the state team's goals.
•   Identified agencies and resources who can provide services and supports

Team Members and Roles

Team Lead Email	**Kelly.Cook@vr.dese.mo.gov (mailto:Kelly.Cook@vr.dese.mo.gov)**
Wendy Jensen	Educational Administrator
Dee Peneston	Educational Administrator
Jeff Patridge	Parent
Kelly Cook	VR Statewide Coordinator of the Deaf (SCD)
Colleen Burdiss	Center for Independent Living Staff

Missouri State Information

- Square Miles: 68,541.52

- Population: 5,988,927

- School Districts: 522

- DHH Children Ages 14-21: 448

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Arkansas Team

Arkansas Team

Summit 2015 participants

Arkansas State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Youth Activity

- <u>Summary</u>: The state of Arkansas's goal is to increase awareness and collaboration of and among agencies, families, and deaf and hard of hearing students to better prepare them for successful transition from high school to the next phases of their lives. To accomplish this goal, the team is implementing strategies that increase students'

knowledge and skills as they relate to transition resources, career, and job training, access/accommodations, and other essential services.

<u>Activities through January 2016</u>:

- Developed a presentation for AITP meegitng to share information and gain support

- Disseminated an initial survey to LEAs to identify DHH students in school districts

- Developed a survey and incorporated another Family Transition Survey that was sent to parents of the students identified through the LEAs

- Currenlty conducting follow-up with parents to provide needed transition services

Team Members and Roles

Team Lead Email:	**rickp@ask.k12.ar.us (mailto:rickp@ask.k12.ar.us)**
Rick Porter	Educational Administrator
Jana Villemez	State Educational Consultant
Edwin Mitchell	Vocational Rehabilitation Counselor (RCD)
Amy Wilson	Parent
Bonnie Boaz	Transition Services Staff

Arkansas State Information

- Square Miles: 52,035.48

- Population: 2,915,918

- School Districts: 239

- DHH Children Ages 14-21: 325

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Louisiana Team

Louisiana Team

Summit 2015 participants

Louisiana State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Louisiana's goal is to better ensure successful outcomes as students who are deaf or hard of hearing transition from education to independence. To accomplish this goal, the team is developing and implementing a collaborative network of invested stakeholders. The team will hold a half-day team building

exercise to identify future avenues of collaboration, data collection, and an enhanced system to better deliver information to students.

By June, 2016, Louisiana will have identified and built working relationships with stakeholders and will be in the process of planning a half-day team building exercise with at least 80% of stakeholders present.

Team Members and Roles

Lead Team Email	**gsmonty@cox.net (mailto:gsmonty@cox.net)**
Naomi DeDual	Community Based Agency Staff
Gary Montgomery	Parent
Carol Thibodeaux	VR Administrator

Louisiana State Information

- Square Miles: 43,203.9

- Population: 4,533,372

- School Districts: 70

- DHH Children Ages 14-21: 454

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Michigan Team

Michigan Team

Summit 2015 participants

Michigan State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Resource Manual

- <u>Summary</u>: The state of Michigan's goal is to empower and engage students who are deaf and hard of hearing as they transition into the next phase of their lives. To accomplish this goal, the state is creating the Michigan Secondary Transition guide. The team is collecting information from various stakeholder and support agencies to create a guide that will improve student participation and self-advocacy as they create their transition plans.

By June, 2016, a minimum of 70% of the pilot participants given the Michigan Secondary Transition guide will have demonstrated an increased number of identified skills achieved/mastered, as determined by survey monkey resulting data.

Activities through January 2016:

- Developed the Michigan Secondary Transition Guide

- Developed and distributed a survey concerning the Michigan Secondary Transition Guide.

- Analyzed data collected from the survey given and implemented revisions to the Michigan Secondary Transition Guide based upon the survey results.

- Team member appointed as a DHH liaison on the State Transition Services Association Board

- Held structured meetings focusing on the state team's goals.

- Attended conferences, transition fairs, and inservices to increase knowledge of secondary transition

- Article written by parent on transition

Team Members and Roles

Team Lead Email	**mknecht@portageps.org (mailto:mknecht@portageps.org)**
Cynthia Wright	VR Administrator
Mary Knecht	Regional or Local Education Program Teacher
Cynthia Patton-Johnson	Regional or Local Educational Program Teacher
Janel Frost	Parent
Dee Rigg	Audiologist / DHH Consultant

Michigan State Information

- Square Miles: 56,538.9

- Population: 9,883,701

- School Districts: 551

- DHH Children Ages 14-21: 918

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Wisconsin Team

Wisconsin Team

Summit 2015 participants

Wisconsin State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Wisconsin's Summit goal is to provide deaf and hard of hearing students with better transitional resources to assist them as the move from high school to next phase of their lives. To accomplish this goal, the team is creating a collaborative network of invested stakeholders who will work to make transition resources more available and precise. The collaborative network will

include state, and local agencies determined to increase student's knowledge, skills, and attitudes as they transition.

By June, 2016, Wisconsin will have encouraged collaboration among invested stakeholders, increasing state providers participation in their network to at least 75%. Additionally, the state will use indicator 14 as well as increased student knowledge to demonstrate the positive impact the changes are making.

Activities through January 2015:

• Created a centralized directory of resources for transition.
• Developed a collaborative network of key stakeholders.

Team Members and Roles

Team Lead Email	maryann.barnett@wesp-dhh.wi.gov (mailto:maryann.barnett@wesp-dhh.wi.gov)
Maryann Barnett	State Education Consultant
Pamela Sue Conine	Parent
Jason Franklin	Transition Services Staff
Jim Schumacher	VR Administrator
Dan Milliken	Deaf Community Member

Wisconsin State Information

• Square Miles: 54,157.8

• Population: 5,686,986

• School Districts: 424

• DHH Children Ages 14-21: 546

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Illinois Team

Illinois Team

Summit 2015 participants

Illinois State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Website

- <u>Summary</u>: The state of Illinois goal is to empower individuals who are Deaf or Hard of Hearing to increase their rate and quality of employment as they transition from secondary or post secondary education to employment. To accomplish this goal the Summit team is developing a central point of access to transition specific information and services. The team will create a system of collaboration between services, agencies and schools to help develop a

website providing information and resources on the transition process. A system for sustaining the resources and contacts provided will be implemented assuring the website remains up to date.

By June, 2016, Illinois will have created a website providing Deaf and Hard of Hearing students with the transition resources needed. The website created will also have the capability to host Webinars and provide trainings to educational specialists as needed.

Activities through January 2016:

• Worked on the creation of a statewide website highlighting identified stakeholders and resources.
• Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**peven@hindsdale86.org (mailto:peven@hindsdale86.org)**
Jean Baker	VR Statewide Coordinator of the Deaf (SCD)
Jill Bruington	Transition Services Staff
Pat Even	Educational Administrator
Amy Richards	Parent; State Department of Education Representative
Hayley Stokar	Community-based Agency Staff
Cheri Sinnot	State-based Agency Representative

Illinois State Information

- Square Miles: 55,518.93

- Population: 12,830,632

- School Districts: 868

- DHH Children ages 14-21: 1,259

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Indiana Team

Indiana Team

Summit 2015 participants

Indiana State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Presentations

- <u>Summary</u>: The state of Indiana's goal is to better prepare students to make informed decisions as they transition from high school into the next stage of their lives. To accomplish this goal, the team is engaging in a number of strategies, including: 1) increasing educational opportunities for students and their families; 2) creating a resource manual posted on the Indiana Secondary Transition Website; and 3) creating the Indiana Deaf (and Hard of Hearing)

Transition Alliance. The team is engaging other agencies to form a collaborative network that will work with the Summit team to accomplish these goals.

By June, 2016, Indiana will have executed their Transition Conference for at least 50 Deaf and Hard of Hearing students and their families, and will have created a manual providing information and resources to those in need. The team will also have created the Indiana Deaf (and Hard of Hearing) Transition Alliance comprised of individuals from the collaborative agencies who meet monthly to monitor the progress the initiative is making.

Activities through January 2016:

• Created and distributed a resource manual.
• Planned and scheduled a conference for deaf and hard of hearing students.
• Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**clawrence@isdh.in.gov (mailto:clawrence@isdh.in.gov)**
Rhonda Marcum	VR Statewide Coordinator of the Deaf (SCD)
Bonita Ewan	Parent
Kim Kause	Educational Administrator
Cindy Lawrence	State Educational Consultant
Mary Held	Higher Educational Program Faculty

Indiana State Information

• Square Miles: 35,826.11

- Population: 6,483,802

- School Districts: 293

- DHH Children Ages 14-21: 787

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a

Kentucky Team

Kentucky Team

Summit 2015 participants

Kentucky State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Kentucky's goal is to increase the quality of transition plans for students who are deaf or hard of hearing to improve college and career readiness and ensure successful transitions to postsecondary environments. The team is using trainings and technical assistance to increase the knowledge and readiness of teachers, Rehabilitation Counselors for the deaf, students and parents, allowing them to play a more active role in the

planning process. Furthermore, the team is collaborating with state and regional service providers to create a curriculum framework document as well as a training script to assist IEP teams in developing transition plans.

By June, 2016, Kentucky will have offered trainings for students, parents, teachers, and counselors, with 75% of participants showing an increase in knowledge as measured by pre/post tests. The state will also see a 25% increase in requests for outreach services and increased referrals to RCD's (Rehabilitation Counselors for the Deaf).

Activities through January 2015:

- Compiled data on students in need of transition services.
- Began work on a key curriculum transition document.

Team Members and Roles

Team Lead Email	**artie.grassman@ksd.kyschools.us (mailto:artie.grassman@ksd.kyschools.us)**
Artie Grassman	Educational Administrator
Nina Coyer	Deaf Community Member
Vickey Reilly	VR administrator
Kathy Eversole	State Educational Consultant
Kim Meadows	Parent

Kentucky State Information

- Square Miles: 39,486.34

- Population: 4,339,367

- School Districts: 174

- DHH Children ages 14-21: 197

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Tennessee Team

Tennessee Team

Summit 2015 participants

Tennessee State Plan Overview

- <u>Targeted Taxonomy Area</u>: Family Involvement

- <u>Type of Project</u>: Presentations

- <u>Summary</u>: The state of Tennessee's goal is to empower families as they work with their children who are deaf or hard of hearing to achieve post-secondary independence and employment. To accomplish this goal, the team is building on and creating transition workshops for students and their families. To help create these workshops, the

team is relying on the collaboration of several state and local agencies, including the Tennessee School for the Deaf and the West Tennessee School for the Deaf.

By June 2016, as a result of attending one or more transition workshops, families of 40-50 deaf and hard of hearing students will show an increased knowledge and more positive attitude regarding their plans for the future via pre/post assessments.

Activities through January 2015:

• Held an annual Family Learning weekend and statewide workshop providing parent involvement and transition information.
• Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**theron@tsd.k12.tn.us (mailto:theron@tsd.k12.tn.us)**
Theron Strickland	Educational Administrator
Paula Wagner	Parent
Dave Smith	Personnel Preparation Program Faculty
Paul Robertson	Community Agency Administrator
Tifany Kelley	Vocational Rehabilitation Services Provider

Tennessee State Information

- Square Miles: 41,234.9

- Population: 6,346,105

- School Districts: 137

- DHH Children Ages 14-21: 509

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Videos

Tennessee Student Perspectives

Tennessee Showcase

Mississippi Team

Mississippi Team

Summit 2015 participants

Mississippi State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The State of Mississippi's goal is to better prepare students who are deaf or hard of hearing for the transition process through increased awareness of services currently available across the state. To accomplish this goal, the team is improving inter-agency collaboration among the following entities: 1) MSD (Mississippi School for the Deaf); 2) public schools; 3) MDRS (Mississippi Department of Rehabilitation Services); 4) Postsecondary

Institutions; and 5) MS Employment Security Commission. These agencies will form a statewide commission, "Deaf People Work Mississippi", that will disseminate useful transition information.

By June 2016, Mississippi will have marked improvement in dialogue and a shared vision among agencies, collaborative activities, and awareness of available services in the state.

Team Members and Roles

Diamond Whitker	Transition Coordinator
Tyler Porche'	State Department of Education Representative
Melissa Ausbooks	Personnel Preparation Representative
Lavonda Hart	Vocational Rehabilitation Director
Denee Smith	VR State Coordinator of Deaf Services (SCD)

Mississippi State Information

- Square Miles: 46,923.27

- Population: 2,967,297

- School Districts: 152

- DHH Children Ages 14-21: 280

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Alabama Team

Alabama Team

Summit 2015 participants

Alabama State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Youth Activity

- <u>Summary:</u> The state of Alabama's goal is to better prepare students who are deaf or hard of hearing to become self-advocates who actively plan for life after high school.To that end, the state intends to develop a successful transition model that engages students and their parents in a number of strategies, including: 1) developing a systematic way to identify deaf and hard of hearing

students; 2) creating activities that educate and empower parents; and 3) creating and promoting opportunities for students to develop soft skills and self-advocacy skills.

By June, 2016, Alabama will have a systematic way of identifying students who are deaf or hard of hearing from infancy to age 22. They will have also identified 100 percent of those students that receive special education, 504, or PST services.

Activities through January 2015:

•   Focused on the creation of relationships with key players and building a network surrounding them.
•   Made the state team available for state level meetings, publicizing the state team's agenda.
•   Held structured meetings focused on the state team's goals.

Team Members and Roles

Lead Email:	Bedarius.Bell@rehab.alabama.gov (mailto:Bedarius.Bell@rehab.alabama.gov)
Bedarius Bell	VR Statewide Coordinator of the Deaf (SCD)
Robbie Stewart	Parent
Kim Moates	Regional or Local Educational Program Educator
Cayla Lackey	Transition Services Staff
Vera Hendrix	State Educational Consultant

Alabama state: Information

- Square Miles: 50,645.33

- Population: 4,779,736

- School Districts: 133

- DHH Children ages 14-21: 383

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Florida Team

Florida Team

Summit 2015 participants

Florida State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Development

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Florida's goal is to better prepare students who are deaf or hard of hearing for a successful transition after high school. This will be accomplished through a staged plan that focuses on increasing the knowledge, skills, and attitudes of students, parents, and District Staff. The first step is a weekend workshop that will pilot curriculum materials and activities. Additional

workshops will be conducted to expand the population impacted and online courses will be implemented to further expand the reach of the project.

By June, 2016, Florida will have; 1) finalized Florida Transition curriculum content; 2) identified funding sources for ongoing implementation of project; 3) conducted three weekend workshops; 4) piloted one online training course for District Staff; 5) piloted one online training course for parents.

Activities through January 2015:

•   Identified key stakeholders and began the development of a statewide curriculum.
•   Participated in state level meetings ensuring the state team's goals remain visible and viable.
•   Identified additional stakeholders and additional sources for funding.

Team Members and Roles

Team Lead Email	wilmotc@fsdb.k12.fl.us (mailto:wilmotc@fsdb.k12.fl.us)
Cara Wilmot	Regional or Local Educational Program Educator
Margaret Finnegan	Personnel Preparation Program Faculty
Jaqueline Lalley	Transition Services Staff
Lynn Miskiel	Community Based Agency Staff
Cecil Bradley	VR Statewide Coordinator of the Deaf (SCD)

Florida State Information

- Square Miles: 53,624.76

- Population: 18,801,310

- School Districts: 67

- DHH Children Ages 14-21: 1459

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Georgia Team

Georgia Team

Summit 2015 participants

Georgia State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Development

- <u>Type of Project</u>: Resource Manual

- <u>Summary</u>: The state of Georgia's plan is to better educate students who are deaf or hard of hearing on self-determination and self-advocacy skills, leading to more positive post-graduation transitions to work and/or continued education. In order to reach this goal the state is implementing a self-determination curriculum. The Summit team is asking students to complete a pre-and post assessment, which will be analyzed and used to provide

self-determinatio and self-advocacy training for middle and high school students who are deaf or hard of hearig, while engaging families.

By June, 2016, the state will have implemented a pilot curriculum and students who attend the Atlanta Area School for the Deaf and the Georgia School for the Deaf will demonstrate improvement on the post self-determination assessment.

Activities through January 2015

•   Provided advocacy training to two schools.
•   Administered pre and post surveys to both parents and students, evaluating the training.

Team Member Roles

Dr. Sheryl Ballenger	Postsecondary Education Program Staff
Adam Garfinkel	Transition Services Staff
Dr Frank Nesbit	Educational Administrator
Terri Patterson	Parent
Rebecca Cowan-Story	Vocational Rehabilitation Services Coordinator

Georgia State Information

- Square Miles: 57,513.49
- Population: 9,687,653
- School Districts: 180
- DHH Children Ages 14-21: 659

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a

Videos

Georgia Showcase

Georgia Student Perspectives

South Carolina Team

South Carolina Team

Summit 2015 participants

South Carolina State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Development

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of South Carolina's goal is to equip students who are deaf or hard of hearing with the skills and knowledge needed to successfully achieve their post-secondary goals. In order to achieve this goal, invested stakeholders must have a shared understanding of what constitutes successful transition resources. To this end, the

team is surveying stakeholders to help write a developmental framework outlining successful post-secondary transition methods.

By June 2016, South Carolina will be in the process of writing a useful document with the ability to measure a student's transition progress. This document will be available in printed and electronic formats by December 31, 2016.

Activities through January 2015

- Met initial timeline goals.
- Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**csenterfeit@scbegin.org (mailto:csenterfeit@scbegin.org)**
Maureen Irons	State Education Consultant
Shonna Magee	VR statewide Coordinator of the Deaf (SCD)
Cara Senterfeit	Community-Based Agency Staff
Sherry Williams	Parent
Linda Coon	Educational Administrator

South Carolina State Information

- Square Miles: 30,060.7

- Population: 4,625,364

- School Districts: 86

- DHH Children Ages 14-21: 425

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

North Carolina Team

North Carolina Team

Summit 2015 participants

North Carolina State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of North Carolina's goal is to help students who are deaf or hard of hearing develop a foundation of self-advocacy and knowledge of resources to better prepare them for successful transition from high school to the next phase of their lives. To accomplish this goal, the team is creating a collaborative network to

increase students' involvement in the four transition areas: daily living, instruction, community involvement and employment. The state team will look toward more successful transition plans implemented by other states to help create their final transition goal agenda.

By June 2016, North Carolina will have created a transition agenda incorporating transition resources available in the state.

Activities through January 2015:

• Consulted an expert in self-advocacy and transition planning to guide our state team during the planning stages.

• Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**rachael.ragin@dpi.nc.gov (mailto:rachael.ragin@dpi.nc.gov)**
Rachael Ragin	State Education Consultant
Laurie Rook	State or Special School for the Deaf
Kevin Earp	VR Statewide Coordinator of the Deaf (SCD)
Susan Langtry	Regional or Local Educational Program Educator
Johanna Lynch	Parent

North Carolina State Information

- Square Miles: 48,617.91

- Population: 9,535,483

- School Districts: 115

- DHH Children Ages 14-21: 741

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Videos
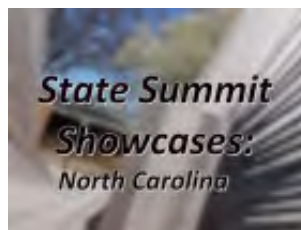
North Carolina State Summit Showcase

North Carolina Student Perspectives

Virginia Team

Virginia Team

Summit 2015 participants

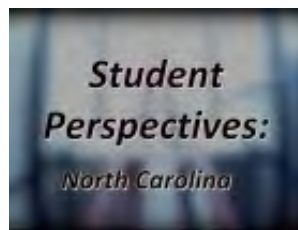## Virginia State Plan Overview

- Targeted Taxonomy Area: Student Focused Planning

- Type of Project: Presentations

- Summary:The state of Virginia's goal is to increase positive post-secondary outcomes for students who are deaf or hard of hearing though education and direct involvement in the transition process. To accomplish this goal, the team is offering self-determination/self-advocacy transition events for students, parents and professionals to increase awareness and understanding of the importance of transition plans.

By June 2016, Virginia will have hosted regional transition events for 125-150 participants, impacting their total knowledge of transition resources available in the state.

Activities through January 2015:

•   Worked with the Virginia Department of Education identifying resources for transition training.

•   Worked on state team website.

•   Looked at regions currently and will continue to plan locations.

•   Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	Wanda.Council@doe.virginia.gov (mailto:Wanda.Council@doe.virginia.gov)
Ann Hughes	Community-based Agency Staff
Frances Martin	Parent
Shira Brothers	Educational Administrator
Mary Nunnally	VR Statewide Coordinator of the Deaf
Wanda Council	State Educational Consultant

Virginia State Information

- Square Miles: 39490.09

- Population: 8,001,031

- School Districts: 134

- DHH Children Ages 14-21: 472

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

West Virginia Team

West Virginia Team

Summit 2015 participants

West Virginia State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Website

- <u>Summary</u>: The state of West Virginia's Summit goal is to provide deaf and hard of hearing students, their families, and service providers with the most effective transition practices to ensure more successful transition rates. To

accomplish this goal, the team is creating an interactive pathway outlining effective transition practices intended to change and grow as practices change.

By June 2016, West Virginia will have created an interactive pathway devoted to transition resources. This pathway will reach approximately 450 students, 75 of which will be high school students who can actively incorporate the information into their transition plans.

Activities through January 2015:

• Held a fall conference that identified the needs of students, families, and teachers.
• Established a teacher review team to identify the most valuable tools for the creation of a state website.
• Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**rachel.l.gill@wv.gov (mailto:rachel.l.gill@wv.gov)**
Dr. Martin Keller	Educational Administrator
Annette Carey	State Education Consultant
Crystal Miller	Rehabilitation Services
Gwen Bryant	Parent
Rachel Gill	Rehabilitation Services
Donna Keller	Transition Specialist

West Virginia State Information

- Square Miles: 24,038.21

- Population: 1,850,326

- School Districts: 55

- DHH Children Ages 3-21: 460; Ages 14-21: 147

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Ohio Team

Ohio Team

Summit 2015 participants

Ohio State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Ohio's goal is to improve transition outcomes for Ohioans who are deaf or hard of hearing. To accomplish this goal, the team is hosting a two day interagency summit where providers of state services and their administrators will convene. The group will identify needs of Ohioans who are deaf or hard of hearing, outline services their agencies provide, detail opportunities for interagency collaboration, establish a network to record collaboration methods appropriate for Ohio, and take action toward a selected collaboration method.

By June, 2016, the team will have completed the work of the four working groups that resulted from the 2015 interagency summit.

Activities through the final pn2 conference:

• Created a consumer interview video identifying the transition needs and services to meet those needs

• Hosted a two-day interagency summit with 35 participants from six state agencies and a variety of other service agencies

- Identified redundancies between state agencies

- Recorded areas in which collaboration could lead to better transition outcomes for deaf and hard of hearing students

• Conducted a survey of participating agencies regarding the work they currently do to serve deaf and hard of hearing students

• Developed four working groups to address opportunities for collaboration

Team Members and Roles

Team Lead Email	**Katie.Scheetz@ood.ohio.gov (mailto:Katie.Scheetz@ood.ohio.gov); Crane@osd.oh.gov (mailto:Crane@osd.oh.gov)**
Vickie Walker	Parent
Lawrence Dennis	Transition Services Staff
Katie Scheetz	VR Statewide Coordinator of the Deaf (SCD)
Keady Gundrum	State Education Consultant
Cameron Crane	State Education Consultant

Julie Stewart	State Education Consultant
Sheri Uhrin	State Education Consultant
Cathy Vickery	Vocational Rehabilitation Counselor (RCD)

Ohio State Information

- Square Miles: 40,860.69

- Population: 11,536,504

- School Districts: 615

- DHH Children Ages 14-21: 888

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Videos

Ohio Showcase

Ohio Student Perspectives

Maryland Team

Maryland Team

Summit 2015 participants

Maryland State Plan Overview

- Targeted Taxonomy Area: Student Focused Planning

- Type of Project: Secondary Transition Resources

- Summary: The state of Maryland's goal is to increase the knowledge and self-advocacy skills of students who are deaf or hard of hearing to better prepare them for a successful transition to the next phase of their lives. To accomplish this goal, the team is creating an insert for the Maryland Transition Planning Guide that focuses on the needs of students who are deaf or hard of hearing. The guide will be distributed to students and parents at the IEP

(Individual Education Plan) meeting, providing both parents and students with a rubric for a successful transition. The guide will also be posted on the Maryland Learning Links Website, making transition resources more available to a wider range of people.

By September 2016, Maryland will have created the "Guide to Developing Effective Transition Skills for Deaf and Hard of Hearing Students in Maryland" and 60% or more of the students and parents will indicate that this guide is helpful.

Activities through January 2016:

• Focused on the planning of a Student and Family Transition Conference (September 2016).
• Focused on the creation of an informational rack card to be distributed to students during IEP meetings.

Team Members and Roles

Team Lead Email	**susan_russell@mcpsmd.org (mailto:susan_russell@mcpsmd.org)**
Christy Stuart	Transition Services Staff
Hank Passi	VR Statewide Coordinator of the Deaf (SCD)
Susan Russell	Educational Administrator
Jennifer Weeks	Transition Services Staff
Cheri Dowling	Parent

Maryland State Information

- Square Miles: 9,707.24

- Population: 5,773,623

- School Districts: 24

- DHH Children Ages 14-21: 401

* From OSEP's 35th annual report published in 2013, based on data reported in 2011

regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics,

Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11,

Provisional Version 2a

Pennsylvania Team

(2 contact)

Pennsylvania Team

Summit 2015 participants

Pennsylvania State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Website

- <u>Summary</u>: The state of Pennsylvania's goal is to create a centralized resource of quality materials to inspire self-assessment and self-determination for students who are deaf, hard of hearing, or deaf blind to better prepare them for successful transition to the next phase of their lives. To accomplish this goal, the team is creating a resources website designed to better disseminate information to all invested stakeholders.

By June 2016, Pennsylvania will have created a website that will increase the readiness of transition age students by demonstrating use and satisfaction of the site by 25% of stakeholders. In addition, the state will have implemented a systematic approach for the dissemination of information to students, families, educational professionals, and community organizations.

Activities through January 2015:

•　Met with state transition personnel.
•　Collaborated with stakeholders to develop a Secondary Transition website.
•　Developed rubric for evaluating transition services.

Team Members and Roles

Team Lead Email	**jfreeman@pattan.net (mailto:jfreeman@pattan.net)**
Cathy Rhoten	Educational Administrator
Erin Campion	Parent
Denise Brown	Deaf Community Member
Russell Goddard	VR Statewide Coordinator of the Deaf (SCD)
Jane Freeman	State Education Consultant

Pennsylvania State Information

- Square Miles: 44,742.7

- Population: 12,702,379

- School Districts: 500

- DHH Children Ages: 14-21: 986

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

New Jersey Team

New Jersey Team

Summit 2015 participants

New Jersey State Plan Overview

- Targeted Taxonomy Area: Interagency Collaboration

- Type of Project: Transition conference, including presentations, panel discussions, and vendor information

- Summary: The State of New Jersey's goal is to increase students', parents', and professionals' understandings of their state resources to better prepare students for a successful transition. To accomplish this goal, the team is developing as ongoing Transitional Conference, the first of

which was scheduled for April 2015. The team is fostering a collaborative network to help host the annual statewide one-day Transitional Conference and appropriate resources for dissemination. The conference was postponed due to unforeseen circumstances.

New Jersey plans to host annual Transition conferences, where at least 50 students/parents will learn the importance of self-advocacy skills and developing transition plans as they prepare to transition. The state will also see, at the completion of each conference, 80% of participants indicate an increase in knowledge and positive attitude regarding future plans, and 80% of professionals indicating an increase in knowledge about available state services and resources.

Activities through January 2016:

- Transition conference agenda created, including keynote speaker, breakout sessions, and panel discussions

- List of vendors have been identified

- Brochure has been drafted and "save the date" correspondence will be shared when dates are confirmed

Team Members and Roles

Team Lead Email	RokitaA@Alternativesinc.org (mailto:RokitaA@Alternativesinc.org)
Tanya Onsongo	Vocational Rehabilitation SCD
Alyse Rokita	Community-based Agency Staff
Sue Schmidberger	Parent

New Jersey State Information

- Square Miles: 7,354.22

- Population: 8,791,894

- School Districts: 613

- DHH Children Ages 14-21: 533

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

New York Team

New York Team

Summit 2015 participants

New York State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The New York State Plan is to enhance the core stakeholder group with the necessary talent pool by reaching out to key participants and key advisors. By developing a statewide information sharing platform focusing on transition services specifically for individuals who are deaf or hard of hearing, the team aims to support youth in their postsecondary transition to educational, vocational and community settings. The core group will

outreach to extended participants and feedback networks to further the buy-in of this endeavor by hosting two mini summits in late 2015. By June 30, 2016, a dissemination network will be crucial in promoting utilization of this web based information sharing platform.

Activities through January 2015:

• Solidified statewide sustainable plan for change
• Participated in meetings with key stakeholders
• Started planning for two mini-summits in which to collect information regarding transition resources and concerns from stakeholders.

Team Members and Roles

Team Lead Email **stevedots@gmail.com (mailto:stevedots@gmail.com)**

Tim Kelley State or Special School for the Deaf

Steve Lovi Community-based Agency Staff

Kim Lucas Postsecondary Education Program Staff

New York State Information

- Square Miles: 47,126.4
- Population: 19,378,102
- School Districts: 695
- DHH Children ages 14-21: 1644

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Connecticut Team

Connecticut Team

Summit 2015 participants

Connecticut State Plan Overview

- <u>Targeted Taxonomy Area</u>: Student Focused Planning

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Connecticut's Summit goal is to create a seamless transition for all students who are deaf and hard of hearing exiting secondary education. To accomplish this goal, the Connecticut team is creating a collaborative network including agencies and educational programs that support transitioning students. The new team is engaging in a few strategies that will assist in the state's goal, including; 1) developing concrete and

accessible resources; and 2) developing and implementing a Communication Profile that identifies and clarifies the unique communication needs for each individual as they transition.

By June, 2016, 80% of deaf and hard of hearing students will exit their post secondary education with: a Communication Profile; an understanding of their communication strengths and needs; and a greater understanding of the accommodations and resources available to them as they transition.

Activities through January 2015:
- Expanded the core team of stakeholders.
- Completed GAS and CP
- Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	**colleen.hayles@ct.gov (mailto:colleen.hayles@ct.gov)**
Colleen Hayles	State Education Consultant
Fern Reisinger	Transition Services Staff
Heidi (Forrest) Henaire	VR statewide Coordinator of the Deaf (SCD)
Sherri Zummo	Parent

Connecticut State Information

- Square Miles: 4,842.36

- Population: 3,574,097

- School Districts: 169

- DHH Children ages 14-21: 216

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Rhode Island Team

Rhode Island Team

Summit 2015 participants

Rhode Island State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The state of Rhode Island's goal is to empower students who are deaf or hard of hearing and increase their ability to successfully transition from high school to the next phase of their lives. To accomplish this goal, the team is creating an infrastructure of inter-agency collaboration that will assist with the identification of students in need of transition services. In addition, the team is modifying existing programs and resources to make them more

accessible to the public and presenting information regarding those programs and resources to regional Transition Collaboratives and 504 coordinators.

By June, 2016, Rhode Island will have modified existing transition activities to be more accessible and 100% of Rhode Island School Districts will have received transition information and resources. In addition, Rhode Island will have increased those identified as in need of transition services by 50%.

Activities through January 2015:

•   Surveyed Special Education professionals on the transition process.
•   Met with Transition Admission Committees in Educational Collaborative.
•   Identified the current 504 Coordinators.
•   Created and submit a state bill requiring school districts to identify IEP and 504 coordinators for each school.
•   Helped formulate a partnership for the Commission for the Deaf and Hard of Hearing established legislation.

Team Members and Roles

Team Lead Email	**chollingworth@rideaf.net (mailto:chollingworth@rideaf.net)**
Paul Cardi-Berard	VR Counselor
Theresa Curran	State Education Consultant
Michelle Florio	Parent
Cheryl Hollingworth	Transition Services Staff
Jim Simon	Community-based Agency Staff

Rhode Island State Information

- Square Miles: 1,033.81

- Population: 1,052,567

- School Districts: 32

- DHH Children Ages 14-21: 71

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Videos

Rhode Island Showcase

Massachusetts (Contact) Team

Massachusetts Team

Summit 2015 participants

Massachusetts State Plan Overview

- Targeted Taxonomy Area: Student Focused Planning

- Type of Project: Resource Manual

- Summary: The state of Massachusetts' goal is to increase the knowledge of students who are deaf or hard of hearing of transition resources and other essential services to better prepare them for a successful transition from high school to the next phase of their lives. To accomplish this goal, the team is creating a statewide brochure. By June 30, 2015, the team will collaborate with the Massachusetts DESE (Department of Elementary and Secondary Education) to

secure funds, print the brochure and distribute the brochure to state agencies, schools, and other transition resources. The brochure will also be housed on the Massachusetts Commission for the Deaf and Hard of Hearing 's (MCDHH) website with additional resources.

The team will also host an "Unveiling Event" to roll out the brochure and will include a keynote speaker and booths with transition resources. The team expects that after one year, June, 2016, 75% of stakeholders will have responded to a survey and 50% of those stakeholders will indicate the brochure has increased parent and student knowledge of the transition process and available resources.

Activities through January 2015:

• Secured funds to carry out the state team's plans.
• Held two Summits.
• Met with the Massachusetts Departments of Elementary and Secondary Education and applied for a state given grant.
• Worked on the creation of a brochure highlighting the resources made available by the state team.

Team Members and Roles

Team Lead Email	**Nancy_Frazer_Evangelista@tlcdeaf.org (mailto:Nancy_Frazer_Evangelista@tlcdeaf.org)**
Martha De Hahn	Parent
Mark Dore	VR Statewide Coordinator of the Deaf (SCD)
Ivy Velez	Community Based Agency Staff
Carol-Ann Smalley	Postsecondary Education Program Staff
Nancy Frazer Evangelista	Transition Services Staff

Massachusetts State Information

- Square Miles: 7,800.06

- Population: 6,547,629

- School Districts: 244

- DHH Children Ages 14-21: 415

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Vermont Team

Vermont Team

Summit 2015 participants

Vermont State Plan Overview is coming soon.

Team Members and Roles

Team Lead Email	Uglymutts@aol.com (mailto:Uglymutts@aol.com)
Patrick Harris	Deaf Community member
Pam Hoover	Parent
Alicia Ayles	Regional or Local Educational Program Educator

Kathy Velon   Vocational Rehabilitation Counselor (RCD)

Darren McIntyre   Transition Services Staff

Vermont State Information

- Square Miles: 9,216.66

- Population: 6,257,451

- School Districts: 294

- DHH Children Ages 14-21: 37

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

New Hampshire Team

New Hampshire Team

Summit 2015 participants

New Hampsire State Plan Overview

- Targeted Taxonomy Area: Student Development

- Type of Project: Youth Activity

- Summary: The New Hampshire State Transition Team strives to empower students who are deaf and hard of hearing for successful postsecondary transitions by providing evidence based tools to improve positive outcomes related to academic, career and independent living settings. By June 30, 2016, as a result of three NH

based transition events, a minimum of 20 students who are deaf and hard of hearing, between the ages of 12-21, will have a greater awareness of the importance of self-advocacy in transition planning, knowledge of where to locate resources, and a broader view of the variety of options for life after high school. In spring of 2015, the State Team will host an Information Fair to distribute resources and materials to students, families and professionals working with transitioning youth. In the fall, our pepnet2 team will partner with Northeast Deaf and Hard of Hearing Services to host a fifteenth annual Working Together Conference focusing on Transition Services for Students who are Deaf and Hard of Hearing. We will conclude the 2015 year with a second annual Student Panel, which will showcase returning and new panel members who will share their transition stories with the community.

With these community events, as well as the continuing support of pepnet2, the New Hampshire State Team hopes to achieve two specific outcome measures. First, according to pre- and post-event surveys, 70% of participating students will demonstrate an overall increase in their understanding of the transition process. Second, using a transition assessment tool designed for students with disabilities, the state team will coordinate with direct service providers to implement this tool in order to evaluate the strengths, challenges and goals identified by students who are deaf and hard of hearing.   A minimum of 10 students between the ages of 12 – 21 will complete the Transition Assessment and Goal Generator (TAGG) by June 2016.

Activities through January 2015:

•   Distributed tasks among state team members, to accomplish state goals.
•   Reported state team's progress to larger stakeholder group at a statewide transition conference
•   Held structured meetings focusing on the state team's plan.

Team Members and Roles

Team Lead Email	**mchaplen@ndhhs.org (mailto:mchaplen@ndhhs.org)**
Mary Lane	State Education Consultant
Tom Downes	Transition Services Staff
Kelly Fleese	Vocational Rehabilitation Counselor (RCD)
JoAn Saxe	Parent
Michele Chaplen	State Education Consultant
Peggy Reike	
Lori McLaren	

New Hampsire State Information

- Square Miles: 8,952.65

- Population: 1,316,470

- School Districts: 178

- DHH Children Ages 14-21: 73

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Maine Team

Maine Team

Summit 2015 participants

Maine State Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Collaborative Network

- <u>Summary</u>: The Maine Summit team will work with agencies and schools that provide direct services and training to Deaf and hard of hearing students transitioning from high school to employment, education, independence, and self-sufficiency to collaborate and develop a Transition Guide for students and their families. They will collaborate on activities and services across agencies, and have monthly meetings and onging communication between meetings.

By June, 2016, Maine will have worked together to create case examples of successful transition plans.

Activities through January 2016:

- Annual Maine Deaf Services Conference, with a breakout session on transition

- Stakeholders meeting in far Northern Maine

- Deaf Self-Advocacy trainings to ages 16+

- Webinar on transition (Noember 2015) www.mecdhh.org (http://www.mecdhh.org)

- Maine Deaf and Hard of Hearing Students' Guide to Transition developed

Team Members and Roles

Team Lead Email	**conrad.strack@mecdhh.org (mailto:conrad.strack@mecdhh.org)**
Conrad Strack	State Education Consultant
Shana Kelley-Cohen	Transition Services Staff
Meryl Troop	Community Based Agency Staff
Sitara Sheikh	Vocational Rehabilitation Counselor (RCD)
Christy Callahan	Parent

Maine State Information

- Square Miles: 30,842.92

- Population: 1,328,361

- School Districts: 235

- DHH Children Ages 14-21: 66

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Delaware Team

Delaware Team

Summit 2015 participants

Delaware State Plan Overview

- Targeted Taxonomy Area: Interagency Collaboration

- Type of Project: Collaborative Network

- Summary: The state of Delaware's goal is to better prepare students for a successful transition from high school to the next phase of their lives by insuring all agencies involved in the transition process are working towards a collective goal. To accomplish this, the team is engaging in strategies that ensure students receive timely and age-appropriate services to assist their transition. The state is creating a more cohesive collaborative network that brings

state, VR, local, and school services together to better support students who are deaf or hard of hearing.

By June, 2016, students enrolled at the Delaware School for the Deaf will have documented state agency services in their senior year IEP (Individual Education Program). The state will also ensure there are annual meetings to guarantee the synchronicity of the agencies involved within the network.

Activities through January 2016:

- Increased involvement with agency personnel.
- Held structured meetings focusing on the state team's goals.

Team Members and Roles

Team Lead Email	candice.yoder@christina.k12.de.us (mailto:candice.yoder@christina.k12.de.us)
Daphne Werner	Educational Administrator
Candice Yoder	Transition Teacher
Sandi Miller	VR Administrator
Dale Matusevich	State Education Consultant (DOE)
Andi Thomas	Regional or Local educational Program Educator
Jeanine Pollard	Regional or Local educational Program Educator

Delaware State Information

- Square Miles: 1,948.54

- Population: 897,934

- School Districts: 19

- DHH Children Ages 14-21: 82

Alaska Team

Alaska Team

Summit 2015 participants

Alaska State Plan Overview

- <u>Taxonomy Category</u>: Student Development

- <u>Type of Project</u>: Youth Activity

- <u>Summary</u>: The state of Alaska's goal is to provide students wh
  or hard of hearing with the resources and information they nee
  helping them develop self-confidence and self-advocacy skills
  community as well as their post-secondary educational or voca
  settings.

  In Fall 2016, as a result of attending a Weekend Transition Re
  Deaf and Hard of Hearing young adults will demonstrate an un
  of the importance of developing self-determination and self-ad
  post- high school. They will demonstrate knowledge in using re
  and in the importance of education and employment options fc

Activities through January 2016:

- Created a strong core team representing state agencies in Alaska

- Explored possible venues and funding opportunities to achieve go

Team Members and Roles

Team Lead Email:	**westmann_courtney@asdk12.org (mailto:westmann_courtney@asdk12.org)**
Courtney Westmann	Appointee
Sharon Miranda	Community Based Agency Staff
Christie Westmann	Transition Services Teacher
Mahala Slone	VR Statewide Coordinator of the Deaf (SCD)
Tabatha Adams	Parent

Alaska State Information

- Square Miles: 570,640.95

- People: 710,231

- School Districts: 53

- DHH Children Ages 14-21: 59

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 re

students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, C

Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version

Hawaii Team

Hawaii Team

Summit 2015 participants

Hawaii State Plan Overview is coming soon.

Hawaii State Information

- Square Miles: 6,422.63

- Population: 1,360,301

- School District: 1

- DHH Children Ages 14-21: 100

* From OSEP's 35th annual report published in 2013, based on data reported in 2011

regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics,

Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11,

Provisional Version 2a.

American Samoa Team

American Samoa Team

Summit 2015 participants

American Samoa Plan Overview is coming soon.

American Samoa Information

- Square Miles: 581

- Population: 66,000

- School District: 1

* From OSEP's 35th annual report published in 2013, based on data reported in 2011

regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics,

Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11,

Provisional Version 2a.

Micronesia Team

Micronesia Team

Summit 2015 participants

Micronesia Team Overview is coming soon.

Guam Team

Guam Team

Summit 2015 participants

Guam Plan Overview is coming soon.

Guam Information

- Square Miles: 581

- Population: 181,000

- School Districts: 1

- DHH Children Ages 14-21: 16

* From OSEP's 35th annual report published in 2013, based on data reported in

2011 regarding students whose primary disability was listed as being deaf or hard of

hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education

Statistics, Common Core of Data (CCD), "Local Education Agency Universe

Survey," 2010–11, Provisional Version 2a.

Palau Team

Palau Team

Summit 2015 participants

Palau Team Overview is coming soon.

Northern Mariana Islands Team

Northern Mariana Islands Team

Summit 2015 participants

Northern Mariana Islands Plan Overview is coming soon

Northern Mariana Islands Information

- Square Miles: 1,976

- Population: 18,000

- School Districts: 1

- DHH Children Ages 14-21: 6

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Marshall Islands Team

Marshall Islands Team

Summit 2015 participants

Marshall Islands Team Overview is coming soon

District of Columbia Team

District of Columbia

Summit 2015 participants

District of Columbia Plan Overview

- <u>Targeted Taxonomy Area</u>: Interagency Collaboration

- <u>Type of Project</u>: Presentations

- <u>Summary</u>: The District of Columbia's goal is to increase the knowledge of students who are deaf or hard of hearing in terms of transitional resources in order to increase successful transition rates as they enter post secondary life. To accomplish this goal the Summit team is increasing collaboration between interagency services, which will help

develop and implement a series of transition themed workshops. The Summit team will hold a total of 4 transition workshops annually, focusing on the opportunities and resources available to students.

By June, 2016, the District of Columbia will have held one workshop on transition in the first quarter of the 2014-2015 school year, and be preparing to hold no less then three more throughout the year. At the end of each quarterly transition workshop 75 % of workshop participants will indicate an increase in awareness of the education, training, and employment options available to them after completing high school.

Activities through January 2015:

• Held a trilingual workshop for DC residents focusing on available transition resources.
• Provided trilingual services to Spanish speaking students.

Team Members and Roles

Team Lead Email	**Fareeda.Gayle@dc.gov (mailto:Fareeda.Gayle@dc.gov)**
Dylan Westbury	Educational Administrator
Enjouli McGoogan	Vocational Rehabilitation Counselor (RCD)
Fareeda Gayle	Regional or Local Educational Program Educator
Deborah Brown	Vocational Rehabilitation Supervisor
Pamela Carreker	Community-Based Agency Staff

District of Columbia Information

• Square Miles: 61.05

- Population: 601,723

- School Districts: 2

- DHH Children Ages 14-21: 18

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11, Provisional Version 2a.

Puerto Rico Team

Puerto Rico Team

Summit 2015 participants

Puerto Rico Plan Overview is coming soon.

- Taxonomy Category: Student Development

Team Members and Roles

Team Lead Email	vlgaston.sangabriel@gmail.com (mailto:vlgaston.sangabriel@gmail.com)
Victor Gaston	Regional or Local Educational Program Educator

Ivelisse Santiago	Regional or Local Educational Program Educator
Rebecca Tirado	Personnel Preparation Program Faculty
Yolanda Rodriguez	Personnel Preparation Program Faculty
Maria Del Carmen Cruz	Center for Independent Living

Puerto Rico Information

- Square Miles: 5,325

- Population: 3,979,000

- School District: 1

* From OSEP's 35th annual report published in 2013, based on data reported in 2011

regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

***SOURCE: U.S. Department of Education, National Center for Education Statistics,

Common Core of Data (CCD), "Local Education Agency Universe Survey," 2010–11,

Provisional Version 2a.

US Virgin Islands Team

US Virgin Islands

Summit 2015 participants

More info coming soon!