2020-2021 Transition Discoveries Application

What Works in Transition:

Supporting Transition-Aged Youth and Their Families

Local Education Agency Commitment Agreement

Purpose

Transition Discoveries (TD) is a two-year process designed to build LEA's capacity to implement effective, evidence-based practices aimed at improving post-school outcomes for transition-aged youth with disabilities. Based on a large-scale participatory action research project, the TD framework is based on nine quality indicators. This video provides an overview of the four stages of implementing Transition Discoveries.

(Link to video:https://youtu.be/qxaj400Tb7Y)

Transition Discoveries Goals

- Build and support teams to improve outcomes for transition-aged students with disabilities using data to identify and implement evidence-based practices.
- Provide support to school-based teams to improve transition services and supports to transition-aged students with disabilities.
- Empower educational leaders with competencies needed to support systems-level change that improves transition planning.
- Build the capacity of teams to implement practices that engage parents and families as meaningful partners in the transition planning process.
- Provide tools and support to school-based teams to increase cross-agency collaboration efforts.

Applications must be submitted by 3:00 p.m. on Friday, October 30, 2020.
Email Hillary Mangis or Jacki Lyster if you have questions regarding Transition Discoveries content.
Email Kaylee Wynkoop if you experience any technical issues with the application.

Click "Next" to begin the application.

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LEA Demographic Information

Name of Grant Contact: *

Role: *

Email Address: *

Name of LEA: *

Type of LEA: *

Intermediate Unit in which LEA is a member: *

LEA is situated in a/an: *

Number of transition-aged students in LEA: *

Did you apply for a 2020-2021 Competitive Integrated Employment (CIE) Grant managed by PaTTAN? *

☐ Yes

☐ No

Check any of the following PaTTAN/PDE Grants you have received in the last three years: *

☐ State Systemic Improvement Plan (SSIP)

☐ Path to Graduation (P2G)

☐ Competitive Integrated Employment (CIE)

☐ None

☐ Other

[   ]

Special Education Data Report: Indicator Results

Note: Your responses to the following will not determine receipt of funds. The data collected from this section will provide a comprehensive depiction of current transition programming practices. In order to complete this section, you will need to access your Special Education Data Reports (SEDR). It is likely you will need to access different reports based on the year the indicator data was collected/LEA was monitored.

Based the most recent cyclical monitoring data, did the LEA meet the SPP/APR target for Indicator 13? (Access your SEDR here.) *

☐ Yes

☐ No

Enter the LEA Rate and State Rate for Indicator 13 based the most recent cyclical monitoring data. *

	LEA Rate	State Rate
Indicator 13		

Based on the most recent Post-School Outcomes Survey administration, did the LEA meet the SPP/APR for Indicator 14? (Access your SEDR here.) *

	Yes	No
Indicator 14: Target A	☐	☐
Indicator 14: Target B	☐	☐
Indicator 14: Target C	☐	☐

Enter the LEA Rate and State Rate for each Indicator 14 Target based the most recent cyclical monitoring data. *

	LEA Rate	State Rate
Indicator 14: Target A		
Indicator 14: Target B		
Indicator 14: Target C		

Transition Discoveries Quality Indicators: Current Practices Self-Assessment

Directions:
1. Please carefully review each Quality Indicator and Sub-indicator Infographic (linked to each indicator listed below).
2. Rate the overall current level of engagement for each set of stakeholders specific to each Quality Indicator (i.e., Strong, Moderate, Minimal, None).

Strong = 75% or more of the specified stakeholders are actively involved in the activity(s) described.

Moderate = 30 - 74% of the specified stakeholders are actively involved in the activity(s) described.

Minimal = Less than 30% of the specified stakeholders are actively involved in the activity(s) described.

None = No one from the specified stakeholder group is actively involved in the activity(s) described.

Quality Indicator 1. Transition Planning
Please rate the engagement level (strong, moderate, minimal, none) of each set of stakeholders *across schools* in the design and implementation of Transition Planning in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Engagement in Transition Planning	⌄	⌄	⌄	⌄

Quality Indicator 2. Youth Development
Please rate the engagement level (strong, moderate, minimal, none) of each set of stakeholders *across schools* in the design and implementation of Youth Development in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Engagement in Youth Development	⌄	⌄	⌄	⌄

Quality Indicator 3. Person and Family Directed Planning
Please rate the engagement level (strong, moderate, minimal, none) of each set of stakeholders *across schools* in the design and implementation of Person and Family Directed Planning in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Person and Family Directed Planning	⌄	⌄	⌄	⌄

Quality Indicator 4. Family Engagement
Please rate the engagement level (strong, moderate, minimal, none)) of each set of stakeholders *across schools* in the design and implementation of Family Engagement in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Family Engagement	⌄	⌄	⌄	⌄

Quality Indicator 5. Relationships
Please rate the engagement level (strong, moderate, minimal, none) of each set of stakeholders *across schools* in the design and implementation of building Relationships in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Relationships	⌄	⌄	⌄	⌄

Quality Indicator 6. Independent Living and Community Engagement
Please rate the engagement level (strong, moderate, minimal, none) of each set of stakeholders *across schools* in the design and implementation of Independent Living and Community Engagement in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Independent Living and Community Engagement	⌄	⌄	⌄	⌄

Quality Indicator 7. Cross Agency Collaboration
Please rate the engagement level (strong, moderate, minimal, none) of each set of stakeholders *across schools* in the design and implementation of Cross Agency Collaboration in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Cross Agency Collaboration	⌄	⌄	⌄	⌄

Quality Indicator 8. Employment
Please rate the engagement level (strong, moderate, minimal, none) of each set of stakeholders *across schools* in the design and implementation of Employment Activities in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Employment Activities	⌄	⌄	⌄	⌄

Quality Indicator 9. Postsecondary Education
Please rate the engagement level (strong, moderate, minimal, none) of each set of stakeholders *across schools* in the design and implementation of Postsecondary Education Activities in your LEA. *

	Young People	Families	School Partners	Agency/Community Partners
Overall Postsecondary				

Education Activities	⌄	⌄	⌄	⌄

Current Practices, Future Plans, and Transition Discoveries Alignment

Choose the statement that best describes the current involvement of stakeholders in decision-making responsibilities for your LEA *

○ School, agency and community partners are the primary decision makers of how transition programs and services are designed and provided to transition-age students with disabilities. Young people and families are informed and choose from options provided.

○ School, agency and community partners, young people and families share decision making responsibility of how transition programs and services are designed and provided to transition-age students with disabilities. Young people and families are informed and choose from options provided.

○ School, agency and community partners, young people and families share decision making responsibility of how transition programs and services are designed and provided to transition-age students with disabilities. We value young people and family perspectives in how programs are designed and provided.

Choose the statement that best describes future plans for your LEA: *

○ We hope school, agency and community partners are primary decision makers of how transition programs and services are designed and provided to transition-age students with disabilities. Young people and families are informed and choose from options provided.

○ We hope school, agency and community partners, young people and families share decision making responsibility of how transition programs and services are designed and provided to transition-age students with disabilities. Young people and families are informed and choose from options provided.

○ We hope school, agency and community partners, young people and families share decision making responsibility of how transition programs and services are designed and provided to transition-age students with disabilities. We value young people and family perspectives in how programs are designed and provided.

Explain how TD will enhance your current programming for students with disabilities? *

[text box]

LEA Implementation Team Members

Required LEA Implementation Team Members
Note: Team members listed in green must be identified at this time.

External Transition Discoveries Implementation Coaches

- **Transition Discoveries Coach** – **(To be determined once grants have been awarded.)** provides direct support to PaTTAN Consultant and secondary support to IU TaC and Team Champion.
- **PaTTAN Consultant** – **(To be determined once grants have been awarded.)** provides direct support to IU TaC and secondary support to Team Champion.
- **IU Transition TaC** – provides direct support to Team Champion and Implementation Team.

Internal Implementation Team Members (3-4 members)

- **Team Champion** – (Internal Coach) school-based or district staff who is well-organized with strong technology skills and commitment to transition efforts. With support and guidance from the external coaches, this individual will be responsible for becoming an internal coach to the LEA team on the Transition Discoveries process.
- **District Decision Lead** – district level administrator and/or special education coordinator; has authority to give clearance on implementation of major activities such as collecting Transition Discoveries Survey data from youth with disabilities, families and transition stakeholders, holding a community action planning event and implementing district wide activities to improve transition practices, services and opportunities as identified by a Transition Discoveries Community Action Plan.
- **Stakeholder with Transition Knowledge** – special education teacher or transition coordinator with knowledge and connections to agencies and community partners.
- **Agency/Community Partner in Transition** (optional but encouraged) – individual who supports transition in the district but also works at a state agency such as Office for Vocational Rehabilitation (OVR), Office of Developmental Programs (ODP), or Health and Human Services (HHS).

IU Transition TaC

Name: *

Team Champion

Have you approached your IU Transition TaC regarding the Transition Discoveries partnership? *

[dropdown ▼]

Team Champion

Name: *

Role within the LEA: *

District Decision Lead

Name: *

Role within the LEA: *

Stakeholder with Transition Knowledge

Name: *

Role within the LEA: *

Agency/Community Partner in Transition

Name:

Role:

Assurances

BY CHECKING THE ASSURANCE STATEMENTS, PROVIDING RELEVANT INFORMATION REGARDING REQUIRED TEAM MEMBERS, AND SIGNING BELOW, THE LEA AGREES TO COMPLETE ALL COMPONENTS OF TRANSITION DISCOVERIES WITH THE GUIDANCE AND SUPPORT OF IU TAC, PATTAN CONSULTANTS, AND/OR TD COACHES. *

☐ Form an LEA Implementation Team (see Required LEA Implementation Team Members).

☐ Complete online Schoology training course "Transition Discoveries Implementation: Stages One-Four."

☐ Participate in monthly meetings and complete Monthly Implementation Update during meetings.

☐ Plan for and disseminate the TD Quality Indicators Survey to local youth, families and transition stakeholders (school, agencies, and community partners).

☐ Review the TD Quality Indicators Report to identify area(s) of greatest strength/priority area(s) for improvement.

☐ Develop a local Transition Change Agent Team (T-CAT; see members listed under Requirement Team Members) that will collaborate with The LEA Implementation Team in order to create and implement systems level activities to improve priority areas for improvement. The LEA Implementation Team will guide activities to be implemented by the T-CAT.

☐ Participate in additional professional development based on other practices as identified by The LEA Implementation Team and/or T-CAT. Note: Additional training or professional development may be required to implement the full scope of evidence-based transition practices to address priority area(s) for improvement.

☐ Submit Implementation reporting and artifacts according to scheduled timelines.

☐ Ensure all activities and expenditures of funds conducted in association with the grant project are in direct compliance with the provisions of the funding authorities.

Signature: *

clear

Name: *

Date: *

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