

# 2021-2022 Transition Discoveries Application



# TRANSITION DISCOVERIES

Your Voice · Your Story · Your Future

## *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.

## **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 Monday, November 1, 2021.**

**Recipients will be notified by November 24, 2021.**

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.



# LEA Demographic Information

Did you receive a Transition Discoveries Stipend during the 2020-2021 school year? \*

Yes

No

Please select your LEA from the list below. \*

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 2021-2022 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.

A set of [video tutorials](#) is available to assist in completing this section of the application.

Individual links are also listed below:

Video 1: [What are Special Education Data Reports?](#)

Video 2: [How do I find my data?](#)

Video 3: [How do I interpret my data?](#)

## Indicator 13

**Indicator 13.** Measures the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.

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

	Year	LEA Rate	State Rate
Indicator 13	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Indicator 14

**Indicator 14 Target A.** Measures the percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

**Indicator 14 Target B.** Measures the percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

**Indicator 14 Target C.** Measures the percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school.

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	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 14: Target B	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 14: Target C	<input type="checkbox"/>	<input type="checkbox"/>

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

	Year	LEA Rate	State Rate
Indicator 14: Target A	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indicator 14: Target B	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indicator 14: Target C	<input type="text"/>	<input type="text"/>	<input type="text"/>

# 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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**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
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Overall Relationships	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

# 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.

Reflect on your SEDR results and self-assessment ratings of current stakeholder involvement related to the nine TD Quality Indicators. Explain how TD will enhance your current programming for students with disabilities. Consider current challenges and gaps within your program and how gathering input from stakeholders can reduce challenges and close gaps. \*

## 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: \*

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

**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.

### Payment 1 Activities \*

- Establish a TD Implementation Team & acquire board approval.
- Submit January and February Monthly Implementation Updates.
- LEA's Team Champion (and other TD Implementation Team members, as appropriate) participates in TD Onboarding Webinar on 12/2/2021 9:00-11:00 a.m.
- LEA's Team Champion (and other TD Implementation Team members, as appropriate) completes the Schoology course "How to Implement Transition Discoveries: Data Collection and Data Review" and CITI Training.

### Payment 2 Activities \*

- Demonstrate progress in collecting Transition Discoveries Quality Indicators (TDQI) survey data from young people, families and stakeholders.
- Submit Monthly Implementation Updates for March-June 2022.
- LEA's Team Champion (and other TD Implementation Team members, as appropriate) participate(s) in the online learning community scheduled for 2/1/2022, 3/15/2022, 4/05/2022 & 5/03/2022.

### Signature: \*

[clear](#)

Name: \*

Title: \*

Date: \*



# Cohort 1 - Year 2 Commitments

BY CHECKING THE COMMITTEMENT STATEMENTS 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.**

**Payment 1 Activities - The LEA's TD implementation team \***

- Identifies up to 4 priorities for community-driven action planning from the Transition Discoveries Quality Indicators (TDQI) data.
- Submits Monthly Implementation Updates for September - December 2021.

**Payment 1 Activities - The LEA's Team Champion (and other TD implementation team members, as appropriate)**

\*

- Completes the "Stage 2 Module" in the Schoology course "How to Implement the Transition Discoveries Model."
- Completes the "Stage 3 Module" in the Schoology course "How to Implement the Transition Discoveries Model."
- Participates in the online learning community scheduled for 9/28/2021, 10/19/2021, and 11/16/2021.
- Participates in Cohort 2 Onboarding webinar on 12/2/2021 to share program successes.

**Payment 2 Activities - The LEA's TD implementation team \***

- Establishes a Transition Change Agent Team (T-CAT) of young people with disabilities (ages 14-25), family members and transitions stakeholders.
- Hosts a community-wide action planning event facilitated by the T-CAT, resulting in the community action plan document.
- Collaborates with the T-CAT and stakeholders across schools, agencies and community partners to implement the action plan.
- Submits Monthly Implementation Updates for January - June 2022.

**Payment 2 Activities - The LEA's Team Champion (and other TD Implementation Team members, as appropriate)**

\*

- Completes the "Stage 4 Module" in the Schoology course "How to Implement the Transition Discoveries Model."
- Completes 1 or more of the TD evidence-based practice courses within Schoology.
- Participate(s) in the online learning community scheduled for 2/1/2022, 3/15/2022, 4/05/2022 & 5/03/2022.

**Signature: \***

[clear](#)

**Name: \***

**Title: \***

**Date: \***



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