Transition Coalition Self-Study Data for NTACT:C

Spring 2021 cohort

TCSS Unit: Developing Local Partnerships with Schools

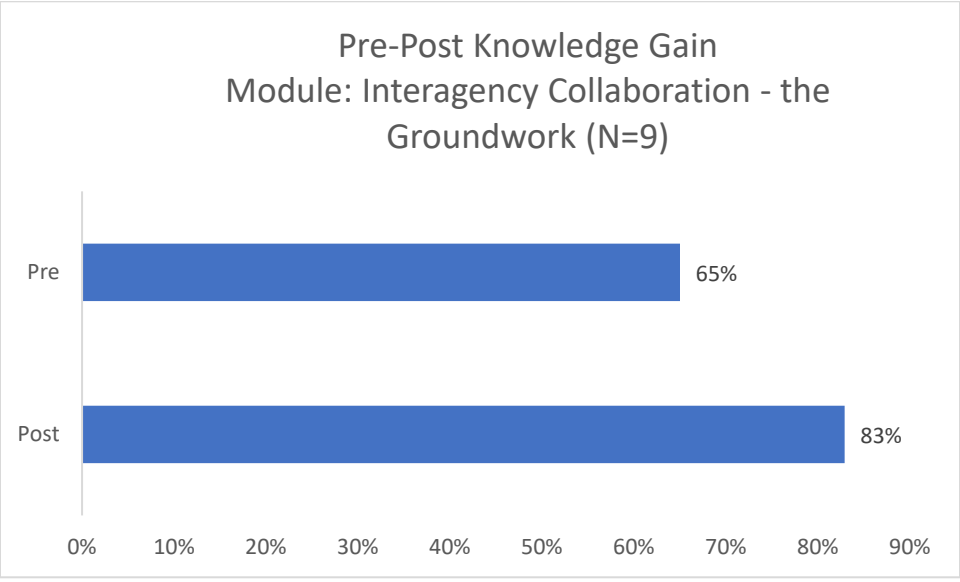
Overview: This TCSS unit provides information, resources, and guidance in developing quality and meaningful local partnerships between vocational rehabilitation (VR) personnel and local schools in order to coordinate transition services for students with disabilities. Information, examples, and activities for developing a collaborative partnership are included. Each team:

- Learns about factors that and strategies to increase interagency collaboration
- Understands key steps in developing local partnerships between VR and schools for the purpose of providing transition services to students with disabilities
- Reviews resources to assist in developing local partnerships between VR and schools
- Prioritizes an area of improvement for developing a detailed plan for starting or improving a local partnership between VR and schools and sets a 6-week goal to work toward
- Develops and implements a Team Action Plan to meet the team's 6-week goal

States/Teams/Roles

State	# Teams	# Participants	# VR	#Education
Oregon	1	4	4	0
Indiana	1	5	5	0
TOTALS	*2*	*9*	*9*	*0*

Module Pre/Post change in knowledge



SQUR data Summary

5=Excellent, 4=Very Good, 3=Good, 2= Fair, 1 = Poor

N=7

ITEM	Means
The structure of the Self-Study unit materials	2.7
The usefulness of the Self-Study unit materials	3.0
The effectiveness of the On-Your-Own activities	2.7
The usefulness of the online learning module	3.0
The effectiveness of the Team activities	3.7
The overall success of your team	3.6
Your ability to improve transition planning as a result of participating in the Self-Study	3.4

Estimate the number of students with disabilities impacted by the implementation of your action plan.
Total: 300 (only one person answered this question) Avg/respondent: N/A

Noteworthy quotes: (response to "the best thing about TCSS was…")

Working together to create a team goal.
Time spent planning together as a team.
Having our team talk about a specific topic....focus!

Fall 2021 Cohort

TCSS Unit: IDEA and Secondary Transition

Overview: This TCSS unit provides a review of the Individuals with Disabilities Education Act (IDEA) and the transition requirements for individualized Education Programs (IEPs). Participants also learn about practices to implement the transition planning process. Each team:

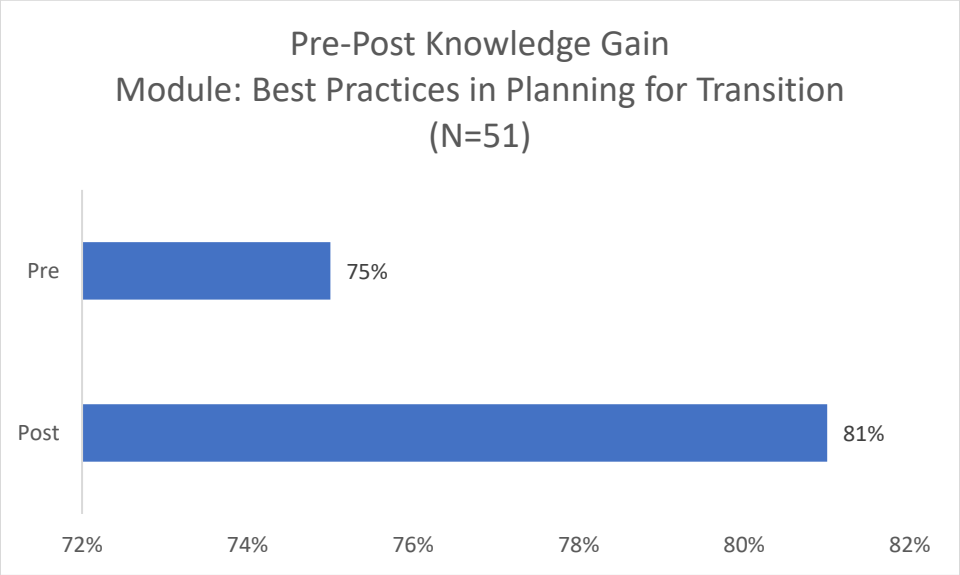
- Learns about the transition planning process
- Learns about Indicator 13 and how it is used to review IEPs for minimum compliance
- Reviews IEPs from their own schools to determine the extent to which they meet Indicator 13
- Consider various sources of data to prioritize areas of improvement for meeting Indicator 13 and develops a 6-week goal to work toward
- Develops and implements a Team Action plan to make changes

States/Teams/Roles

State	# Teams	# Participants	# VR	#Education
Colorado	1	6	0	6
Texas	3	24	0	24
Massachusetts	1	4	0	4
South Carolina	2	14	0	14
Minnesota	1	10	0	10

Michigan	1	9	1	8
Nebraska	1	10	0	10
Illinois	1	5	0	5
Kansas	6	40	0	39
Missouri	1	8	0	8
New York	1	12	0	12
Pennsylvania	1	8	0	8
Ohio	2	16	0	16
New Mexico	1	8	0	8
North Dakota	1	4	0	4
TOTALS	*24*	*178*	*1*	*176*

Module Pre/Post change in knowledge



SQUR data Summary

5=Excellent, 4=Very Good, 3=Good, 2= Fair, 1 = Poor

N=135

ITEM	Means
The structure of the Self-Study unit materials	3.9
The usefulness of the Self-Study unit materials	4.0
The effectiveness of the On-Your-Own activities	3.8
The usefulness of the online learning module	3.6
The effectiveness of the Team activities	4.0
The overall success of your team	4.0
Your ability to improve transition planning as a result of participating in the Self-Study	4.1

Estimate the number of students with disabilities impacted by the implementation of your action plan.
Total: 38,555 Avg/respondent: 319

Comments:

The best part was having our team look at where we need to improve on our transition and how we go about that by implementing our plan.

Getting focused on one thing was the best part for me. We tend to want to fix everything all at once, but this helped us look at what we need to work on and prioritize.

collaborating within a group to make changes

The changes in my IEPs relative to what my students need. There is now a student 'buy-in' or ownership for their own education.

The IEP reviews were extremely helpful as it made the content of the course immediately impactful.

Working as a team to unpack and analyze practices and outcomes.

Making time to intentionally discuss the team's level of understanding and implementation for Transition Planning.

Learning concrete ways to improve our transition planning practices.

The Team collaboration aspect was extremely helpful for the self-study. All the resources and the ability to see examples really allowed us to make some effective changes.