ENGAGING STAKEHOLDERS IN TRANSITION PLANNING

KANSAS

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LEARNING OBJECTIVE

IMPROVING OUTCOMES FOR YOUTH

Participants will gain insight into stakeholder engagement strategies and cross-system collaboration to improve secondary transition outcomes for youth with disabilities.

VISION & COORDINATION

STATE DEPARTMENT OF EDUCATION

Collaboration across the state began with coordination from the Kansas State Department of Education (KSDE)

BUILDING PARTNERSHIPS

Partnerships were developed with a variety of agencies and projects

FORMAL COLLABORATION

NTACT CBI goal led to the development of the Kansas Transition Coordinating Council (KTCC)

KANSAS STATE DEPARTMENT OF EDUCATION

KANSAS TRANSITION COORDINATING COUNCIL (KTCC)

Purpose: Coordinating and Collaborating among partners focused on seamless transitions from education to postschool outcomes for youth and young adults with disabilities.

Needs Assessment

- The Kansas Transition Teacher Needs Assessment Survey
- Professional Development Assessment

Capacity Building

- Teams from across the state attended the first Kansas Capacity Building Institute
- Family Employment Awareness Training

Youth Voice

- Community Honoring Adolescent Success in Education (CHASE) Program
- Youth Leaders in Kansas (YLinK)

Empowering Families

- Partner with Parent Training & Information Center

LOCAL COMMUNITY COLLABORATION

Community councils as catalysts for further engagement with:

- Families
- Youth
- Communities

KU CENTER ON DISABILITIES

IMPACT OF COLLABORATION ON A COMMUNITY

Key Points

- Community Council
- Department of Commerce & Workforce One - KNECTY
- Families Together, Inc.
  - FEAT
  - CHASE

BUILDING EDUCATORS' CAPACITY

EMPOWERING EDUCATORS THROUGH PARTNERSHIPs & TRAINING

- Building capacity in educators and making connections with partners of KTCC
- Participation in transition trainings
- Attended Kanas Capacity Building Institute (CBI)
- Involvement in Community Councils & Transition Teams
- Development of a new community council
- Participation in an interagency collaboration research project through the University of Kansas

2024 KANSAS CAPACITY BUILDING INSTITUTE

Thank You!

Resources

Engaging Stakeholders: Maryland Strategies for Success

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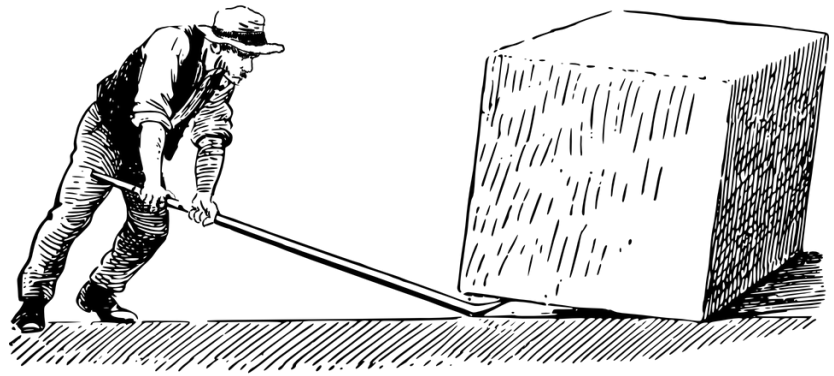
Benefits of Engaging

- Technical assistance and support to one another
- Development of coordinated family friendly resources and materials
- Increased focus on employment readiness/employment first policies and practices across the partners
- Representation of transition in broader education/employment work i.e. Blueprint Commission on Special Education and Commission to Study Vocational Rehabilitation
- Ensures consistent and accurate messaging

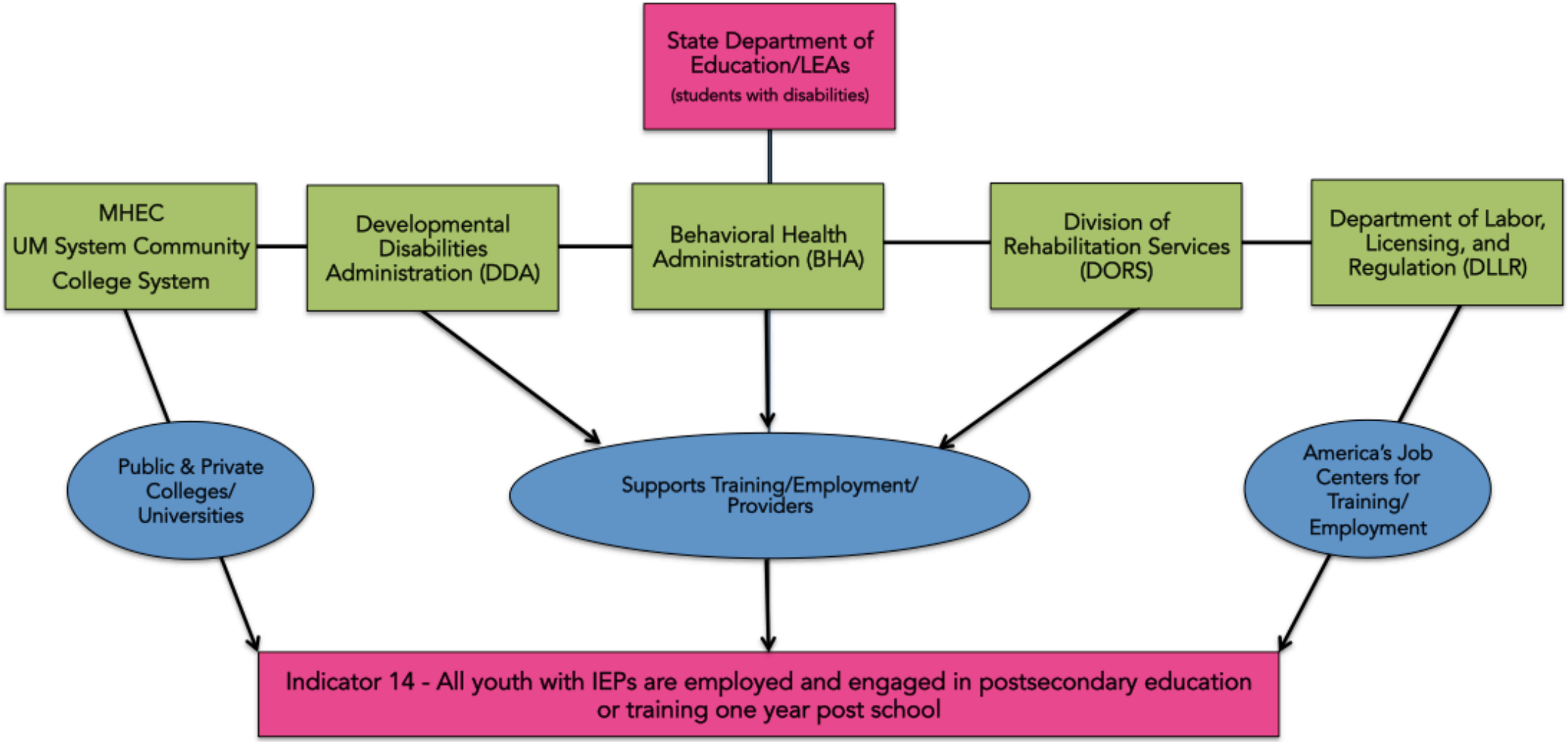
Finding Leverage



- Created in 2004, The Maryland Department of Disabilities is the only cross disability cabinet level department in the country
- Charged with coordinating and improving the delivery of services to individuals with disabilities and working collaboratively with all state government agencies and other key stakeholders including parents and individuals with disabilities
- Existing groups i.e. Special Education State and local advisory committees

Interactive Exercise

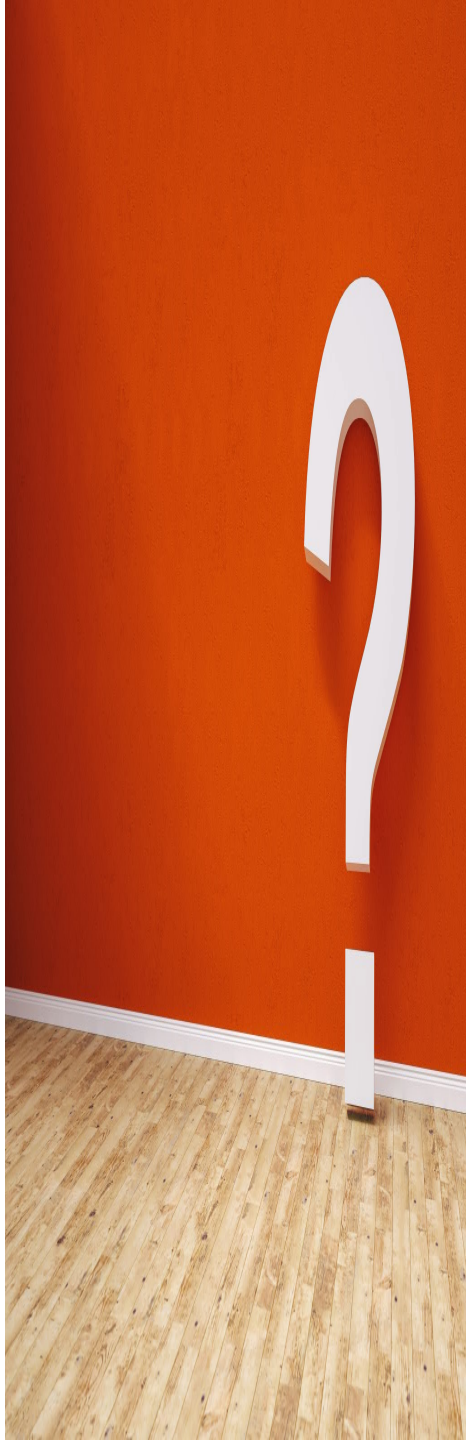
- On post it note provided or on your phone, computer etc. make a list of key transition partners with whom you engage/meet regularly.
- When I review the next slide, check all of those on your list.
- Then raise your hand to identify who is missing and add anyone you missed to your list to add as targets.
- Start with core and plan for expansion over time.


State Department of Education/LEAs
(students with disabilities)
MHEC
UM System Community College System
Developmental Disabilities Administration (DDA)
Behavioral Health Administration (BHA)
Division of Rehabilitation Services (DORS)
Department of Labor, Licensing, and Regulation (DLLR)
Public & Private Colleges/ Universities
Supports Training/Employment/ Providers
America's Job Centers for Training/ Employment
Indicator 14 - All youth with IEPs are employed and engaged in postsecondary education or training one year post school

Who's Missing

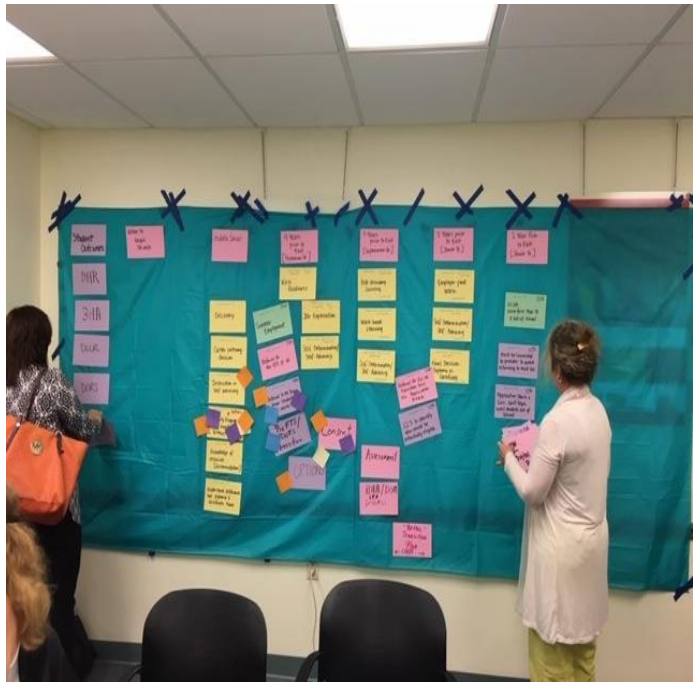
- LEAs
- DHS
- DJS
- Correctional Ed
- Career Tech Ed

- Families/Parent training centers
- Advocates/CILs/SILC
- Providers/member organizations
- Business organizations i.e. chambers or workforce development representatives



Educate

- Flow of services across partners by age
- Improved understanding of partners needs/requirements
- Shared vision
- MOU
- Safe space, mutual support



State Agency Transition Collaborative

Created 2016

Membership

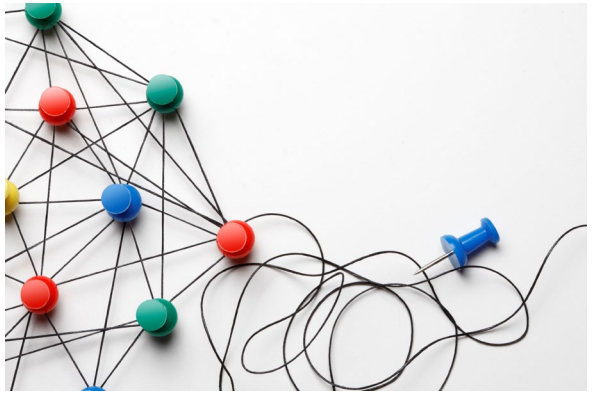
Initial: Department of Education's Divisions of Career Readiness, Vocational Rehabilitation and Special Education; Department of Labor; Department of Health's Developmental Disabilities and Behavioral Health Administrations, Parent Training and Information Center, Parents Place local education agency transition representatives and an institution of higher education

Expanded: Department of Juvenile Services, Department of Human Services, Maryland Higher Education Commission and Department of Labor's Correction and Adult Education

Vision

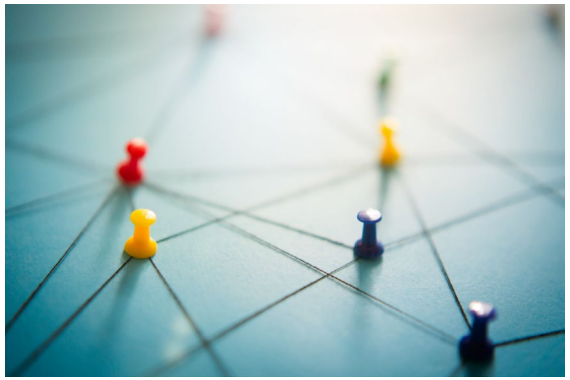
- Through strong interagency collaboration, all students in Maryland will exit school informed and connected to competitive, integrated employment, community, and/or college.

SATC MOU



- **III. Purpose:** The purpose of this Memorandum of Understanding (“MOU”) is to:
- **A.** Sustain SATC-MD as a working group without federal funding;
- **B.** Improve interagency collaboration and coordination of services for transition youth in support of Federal laws including but not limited to the Individuals with Disabilities Education Act (IDEA Work Incentives Improvement Act), Every Student Succeeds Act (ESSA), Work Innovation and Opportunity Act (WIOA), Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and others as well as federal grants as appropriate.
- **C.** Ensure linkages to community, college, and careers that result in community integration and independence, ongoing education and training, employment for youth with disabilities in Maryland.

Problem Solve/Innovate/Persist



MD-LINK: ***Leveraging Interagency Networks for Knowledge-sharing to Develop a 21st Century Workforce of Youth with Disabilities***

Will develop, standardize, and test the usability of a secure digital tool to share service and outcome data across local school systems and state agencies to improve competitive integrated employment for transition-age youth (TAY). Key partners include MSDE, VR, LEAs and DDA led by MDOD.

Champion/Speak Up/Support

- Examples of engagement with MSDE and other partners

Commission on Special Education for Blueprint Implementation

- The Blueprint for Maryland's Future was passed by the Maryland General Assembly in 2021 to transform public education in the state into a world-class education system.
- Provides access to a rigorous and meaningful education that prepares students for success in college, career, and life. All students, regardless of family income, race, ethnicity, and/or ability shall have equitable access to new curricula and college and career pathways. Ensuring **all** exit school college/career ready.

Endorsements for Certificates

- MDOD co chaired 2 of 3 work groups
- Participants included representatives from:
- Families, LEAs, state agency partners including DORS, DDA, MSDE, higher education, parents and advocates and parent and advocacy organizations (Parents Place and Disability Rights MD), CTE, Employers
- Widespread support, implementation underway

COMAR: Diploma and Certificate Endorsements

State Endorsements

1) Beginning with the 2024-2025 school year, students graduating may earn a **College Ready** State endorsement, a **Career and Technical Education (CTE)** State endorsement, or both.
2) The Department will establish the requirements for the endorsements.

Certificate Endorsements

1) Beginning with the 2024-2025 school year, students completing a Certificate may earn one or more endorsements.
2) The endorsements include a **Post-Secondary Education** endorsement, a **Work-Ready/Employment/Career** endorsement, and a **Community/Citizenship** endorsement.
3) Requirements for the endorsements will be identified by the Department.

https://dsd.maryland.gov/regulations/Pages/13A.03.02.09.aspx

Maryland Certificate of Program Completion (MCOPC) Taskforce

The task force met at the recommendation of the High School Graduation Task Force to develop standards for endorsements added to current certificate of program completion. There were 27 workgroup members representing 14 organizations, agencies, or roles. The workgroup met 3/2/2020, 4/16/2020, 4/29/2020.

The group met to review national best practices to inform **three areas** for endorsement.

A second round of the workgroup met between 2020-2022 to **refine the endorsement recommendations** and develop **standards and competencies**. This group included more presence from community stakeholders and was facilitated by staff at the Division of Early Intervention and Special Education Services (DEI/SES).

The **finalized endorsement areas** and corresponding **attainment rubrics** were presented to various advocacy groups, steering committees, and the Governor's Workforce Development Boards.

Certificate Endorsements: Three Endorsements

Post-Secondary Education	Career and Work Readiness	Community and Citizenship
• There are **48 Competencies** identified in Post-Secondary Education. • Purpose: To measure and verify development of skills that align with the expectations of postsecondary opportunities that do not require a high school diploma. Example competencies include: • States learning strengths and identifies challenges one may face in a post-secondary setting. • Uses a mobile device to manage and monitor course schedule and grades.	• There are **61 Competencies** identified in Career and Work Readiness. • Purpose: To promote, measure and verify development of skills that align with the expectations of post school and work experiences that do not require a high school diploma. Example competencies include: • Understands the importance of time in the workplace and can manage time effectively. • Understands the difference between wages earned and take-home pay.	• There are **63 Competencies** identified in Community and Citizenship. • Purpose: To promote, measure and verify skill development that aligns with being an active and contributing member of one's community. Example competencies include: • Follows a schedule for personal and community activities. • Shops within a predetermined budget, using appropriate assistive technology as needed.

Additional Benefits

- Unified messaging
- Broader impact/support
- Increased Efficiency and
- Improved outcomes for students and partners

Who is one new partner you will reach out to when you get home?

Resources

- Maryland Memorandum of Understanding
- Maryland Transition Resource Guide and other resources
- Special Education Workgroup
- Vocational Rehabilitation Workgroup