

ARIZONA SECONDARY TRANSITION MENTORING PROJECT (STMP)

2011-2012



A COLLABORATIVE PROJECT



TABLE OF CONTENTS

<i>Overview.....</i>	<i>1</i>
<i>STMP Participating Districts</i>	<i>3</i>
<i>2009-2011 STMP Cohort</i>	<i>5</i>
<i>Flip Video Training</i>	<i>8</i>
<i>2010-2012 STMP Cohort</i>	<i>10</i>
<i>Process Checklist.....</i>	<i>14</i>
<i>ArizonaTransition.org.....</i>	<i>16</i>
<i>Management Team</i>	<i>19</i>
<i>Timeline</i>	<i>20</i>



OVERVIEW

The Arizona Department of Education Exceptional Student Services (ADE/ESS) partners with the University of Kansas Transition Coalition to improve transition education, services and outcomes for students with disabilities in Arizona through the Arizona Secondary Transition Mentoring Project (STMP). STMP Teams from across Arizona will participate in two-year cohorts that include three face-to-face trainings, an online short course provided by the Transition Coalition and the Arizona Annual Transition Conference. The STMP Cohorts are comprised of teams from 14 Public Education Agencies (PEAs) who receive a capacity-building grant from the Arizona Department of Education to participate in the training. Teams include representation from the following areas: administration, special education teachers and general education teachers or career and technical education teachers or guidance counselors.

The Arizona Secondary Transition Mentoring Project (STMP) has three main goals:

- GOAL 1:** Provide high quality professional development on topics related to the State Performance Plan Indicator 13 to achieve 100% compliance. The Transition Coalition and ADE/ESS will instruct PEAs on best practices in transition components to meet compliance. ADE/ESS resources and model products for compliance will be shared through a password-protected online Community of Practice developed especially for AZ STMP teams (<http://www.arizonatransition.org>).
- GOAL 2:** Provide training and support to up to 15 STMP teams per two-year cohort in order to improve staff capacity to provide research-based transition planning and services.
- GOAL 3:** Facilitate the development of Community Transition Teams (CTTs) in each of the PEAs. Each STMP team will invite stakeholders from their local community to participate in a CTT. CTT members will collaboratively identify areas of need for the community and develop a continuously-updated action plan.

Activities of the AZ CTT Training will include:

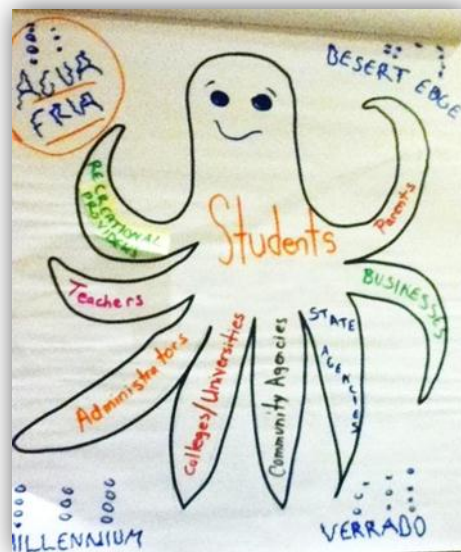
- ✓ Community resource mapping to identify local services,
- ✓ Two trainings on CTT development & specific topics of need as identified by the district-level self-assessment, and
- ✓ Ongoing communication and collaboration through the online STMP Community of Practice (CoP).



OVERVIEW

In 2010-2011, ADE/ESS and the University of Kansas Transition Coalition collaborated to improve Indicator 13 compliance with 26 Arizona school districts (14 PEAs in 2010-12 Cohort and 12 PEAs in 2009-11 Cohort) through the Secondary Transition Mentoring Project (STMP).

Through this training, first year 2010-12 STMP teams attended three two-day trainings where they learned about components of compliant transition IEPs, a self-auditing process using a checklist, as well as high quality transition services and assessment. At least two representatives from each district participated in the online, independent study, short course: *Overview of Transition Education and Services* which was delivered through Moodle (<http://www.arizonatransition.org>). Through the short course, 31 participants created a cohort of learners, shared resources and information, and understood best practices for transition in his or her district. Teams received training on the Post School Outcomes Survey and the utilization of state and local results as a tool to inform transition planning and practices. Additionally, the 14 districts learned about the Community Transition Team (CTT) model through presentations by existing CTTs previously trained by KU/ADE and agency services and state-level representatives.



During the same time period, second year STMP teams (2009-11 Cohort) attended three two-day trainings where they demonstrated compliance as well as effective practice in Indicator 13. Teams learned research-based, effective practices in critical content areas related to results from the Quality Needs Indicator Checklist. Furthermore, teams learned how to develop their own comprehensive community teams for successful youth transition. Arizona Community Transition Teams have demonstrated an increase in knowledge of adult agency services, level of collaboration with adult agencies, and increased faith in successful adult outcomes for youth with disabilities. Throughout the year, districts focused on developing sustainable transition teams for continual compliance, teaming and best practice implementation.



This report will provide an overview of the project activities for the incoming teams and includes highlights from the past three years, including the final update from the 2009-11 Cohort and the 1st year update for the 2010-12 Cohort.

STMP PARTICIPATING DISTRICTS

2009-2011 Cohort

Apache Junction
Unified School District
www.ajusd.org

Arizona Agribusiness
& Equine Center
www.aaechighschools.com

Ash Fork Joint
Unified School District
www.afjUSD.org

Buckeye Union
High School District
www.buhsd.org

Center for Academic Success, Inc.
www.cas-schools.com

Kingman Unified School District
www.kusd.org

Payson Unified School District &
Payson Center for Success
Charter School
www.pusd.k12.az.us
www.pusd.k12.az.us/pcs

San Carlos
Unified School District
www.sancarlosbraves.org

Santa Cruz Valley
Unified School District
www.santacruz.k12.az.us

Santa Cruz Valley Union
High School District
www.scvuhs.net

Scottsdale
Unified School District
www.susd.schoolfusion.us

Tanque Verde
Unified School District
www.tanq.org

2010-2012 Cohort

Agua Fria Union
High School District
www.aquafria.org

Chinle Unified School District
www.chinleusd.k12.az.us

Flagstaff Unified School District
www.fusd1.org

Florence Unified School District
www.florenceusd.org

Indian Oasis Baboquivari
Unified School District
www.iobusd40.org

Mammoth-San Manuel
Unified School District
www.msmusd.org

Marana Unified School District
www.maranausd.org

Mesa Public Schools
www.mpsaz.org

Nogales Unified School District
www.nusd.k12.az.us

Paradise Valley
Unified School District
www.pvschools.net

Round Valley High School
www.elks.net

Tucson Unified School District –
Tucson High Magnet School
edweb.tusd.k12.az.us/thms

Williams Unified School District
www.wusd2.org

Yuma Union
High School District
www.yumaunion.org

2011-2013 Cohort

Chandler Unified School District –
Bashus High School
www.mychandlerschools.org

Flowing Wells
Unified School District
www.flowingwellschools.org

Highley Unified School District
www.husd.org

J.O. Combs
Unified School District
www.jocombs.org

Maricopa Unified School District
www.maricopausd.org/

Mingus Union
High School District
www.mingusunion.com

Peoria Unified School District
www.peoriaud.k12.az.us

Phoenix Union
High School District
www.phxhs.k12.az.us/

Prescott Valley Charter HS
www.prescottvalleyschools.com

Show Low Unified School District
www.show-low.k12.az.us/

Snowflake Unified School District
www.snowflake.k12.az.us/

Tempe Union
High School District
www.tuhd.k12.az.us/

Tucson Unified School District –
Catalina High School
edweb.tusd.k12.az.us/catalina/

STMP PARTICIPATING DISTRICTS

■ 2009-2011 Cohort

● 2010-2012 Cohort

★ 2011-2013 Cohort



2009-2011 STMP COHORT

For the 2009-11 Cohort, 12 teams worked on achieving 100% compliance in Indicator 13, as well as improving best practices in transition. Teams were expected to disseminate information from the trainings widely throughout their district by hosting similar trainings to educators in their PEA. During the three face-to-face trainings, the 12 STMP teams learned research-based, effective practices in areas such as: working with families and the community, sustaining change in practice, team-building, emerging innovation in transition, encouraging administrative and teacher buy-in, and improving employment programs. Furthermore, Community Transition Teams were developed in each community as part of the two-year training process. Activities of the AZ CTT Training included:

- community resource mapping to identify local services,
- two trainings on CTT development & specific topics of need as identified by the district-level Quality Needs Indicator results, and
- ongoing communication and collaboration through the Arizona CoP.

These Community Transition Teams joined the over 20 current Arizona Community Transition Teams to increase local level interagency collaboration. This activity is critical for success in Indicator 14, which measures student post-school success.

Below is a table summarizing evaluation data for the three 2009-11 Cohort trainings collapsed into three areas: content, state-level training, and teaming. Participants rated levels of satisfaction on a five point scale with five being 'Strongly Agree'. Clearly, training topic content, state-level training and teaming largely met the needs of PEA participants.

2009-2011 Cohort			
	11/3-4/2010	2/2-3/2011	4/13-14/2011
Content	4.40	3.73	4.47
State-level Training	4.80	4.38	4.76
Teaming	4.45	4.17	4.51

To assure fidelity to the STMP process, teams completed the STMP Process Checklist in April 2011. To summarize, the 14 teams in the 2009-11 Cohort have successfully established Community Transition Teams and are implementing the STMP Processes faithfully. Team members are highly knowledgeable of transition compliance and group collaboration is strong. Members share transition information with critical staff, collaboratively develop and implement action plans to address prioritized needs, and routinely use data to drive decision-making. Teams have identified a vision, established meeting structures and procedures to incorporate new members and to ensure that all members have an equal voice.



2009-2011 STMP COHORT

2009-2011 Cohort Action Plans

As a part of the STMP training, 2009-11 teams developed action plans at the conclusion of each of the three two-day trainings. These action plans focused on two topics: increase compliance in Indicator 13 and develop Community Transition Teams. The following is a summary of team action plans.

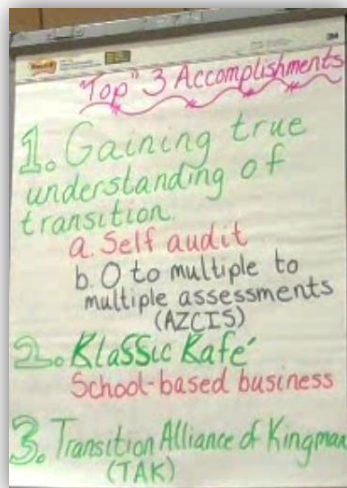
Increase Compliance in Indicator 13

The 2009-2010 STMP Team action plans focused largely on the need for new and continued professional development on Indicator 13. Teams prioritized time for trainings to ensure that special education staff understand all aspects of Indicator 13 requirements and remain in compliance. Teams planned to increase their own understanding of Indicator 13 while also working towards collaboration with others in trainings. Teams identified strategies for expanding training and collaboration.

- Expand Indicator 13 training to include General Education Staff and School Administration to ensure that all understand basic transition components reflect current Arizona Department of Education requirements.
- Conduct joint trainings with the STMP team and school Guidance Counselors on Measurable Post-Secondary Goals/ECAP.
- Continue training of Case Managers on Indicator 13 requirements.
- Strengthen collaborative relationships with outside agencies.
- Continuously identify potential providers and employers.
- Streamline and monitor parent-school communication procedures.



Teams identified several procedural improvements to monitor IEPs, correct errors, ensure compliance, and identify future training needs. Increased student understanding and participation in the IEP process and better communication regarding post-secondary goals were also strong goals. Teams suggested administering additional assessments to students to increase data-based decision-making in forming measurable post-secondary goals while implementing a yearly, post-school outcomes survey to gauge student satisfaction.



The need for ongoing, continuous training of staff and administrators on Indicator 13 is clear, while collaboration with all stakeholders is desired to foster “creative utilization of capacity and resources.” Teams identified procedural changes that will best serve students and ensure compliance with Indicator 13 requirements and have been taking practical steps towards these improvements.

2009-2011 STMP COHORT

Develop a Community Transition Team

2009-2010 STMP Teams established sustainable community transition teams using the following steps:

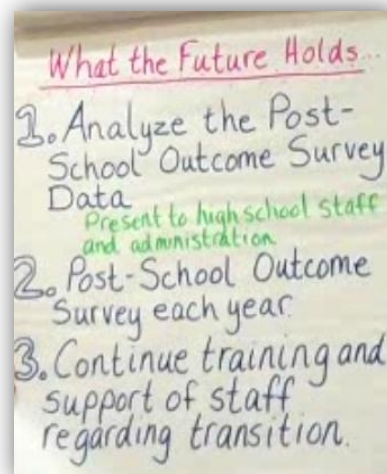
1. identify potential partners,
2. schedule, plan and hold the initial meeting,
3. set goals and review progress.



Many teams focused on strategies for identification, recruitment and integration of additional team members. Teams brainstormed lists of potential partners from the community, outside agencies and local businesses. Outreach activities to educate the community about the CTT and encourage participation included creating informational brochures, presenting at transition fairs and holding informational meetings. Once teams identified partners, the initial meeting was

scheduled and invitations sent. A few teams set up plans to follow through with members, ranging from phone calls to handwritten notes and emails. One team commented, “we want to get commitments.”

The initial meeting served the dual purpose of transforming the list of potential members into a list of committed members and establishing a team structure and goals. Teams identified a vision and mission and discussed how to help youth make the post-secondary transition. After the initial meeting took place and the team solidified, members worked together to maintain the progress. Teams strategized organizational ideas including establishing “call trees” to remind members of each meeting, creating mailing lists and determining information sharing practices.



FLIP VIDEO TRAINING

In 2010-2011, the AZ STMP project utilized an innovative approach to training and project evaluation. The 2009-2011 Cohort received Flip Video Cameras to demonstrate essential components of a successful transition program. All STMP teams, with the involvement of *all team members*, digitally documented the following concepts:

YOUR CTT

- Introduce members of your Community Transition Team.
- Describe the purpose of your team at a CTT meeting.

MEASURABLE POSTSECONDARY GOALS

- Tell about a fictional student and his/her Measurable Postsecondary Goals.
- Brainstorm potential transition activities for this particular student.

INDICATOR 13

- Film team members teaching Indicator 13 to other staff in your district.

In addition to these concepts, STMP project staff designed enrichment activities covering three topical areas: work experience, collaboration and assessments. Each STMP team was randomly assigned two enrichment activities so that each topical area was demonstrated by four of the 14 STMP teams.

WORK EXPERIENCES

- Demonstrate a variety of work experiences (e.g., in-school and/or community-based).
- Discuss how you decide which work experience(s) is appropriate for a student.

COLLABORATION

- Describe some established partners (e.g., employers, volunteer groups, agencies) in your community.
- Tell us about who they are and how you've worked together to promote transition education and services.

TRANSITION ASSESSMENT

- Show us a part of your transition assessment process
- Illustrate the process your team uses to determine which assessments to use for individual students.



FLIP VIDEO TRAINING



The Flip Video exercises gave teams the opportunity to demonstrate strengths and work as a group to identify best practices while also creating a video to be used in training future staff members. The exercises gave STMP project staff the unique opportunity to see other teams in their own environment, as individual teams, and observe team dynamics. Staff could gauge the level of understanding of each STMP team/CTT team, identify areas of need and select examples for future trainings.

After teams submitted their video trainings, AZ STMP project staff edited the recordings to create a video montage which was shown to teams at the April 2011 meeting. Teams from the 2010-2012 Cohort viewed the training created by peers in the program and received first-hand education from the previous cohort. 2010-12 teams also used Flip Videos to record team report-outs, that will be used in future trainings. STMP teams reflected on the trainings positively:



- *"I think we feel more comfortable sharing information and training other non-STMP members."*
- *"I think the training and information gained at this session will assist our district in 'exceeding' the standards and not just 'meeting' them."*
- *"This is workable and do-able; I can incorporate these ideas this week/next week."*



2010-2012 STMP COHORT

The Transition Coalition met with the 14 new STMP teams at the Arizona Transition Conference in fall of 2010 where teams received an overview of the project (STMP Report) and required sessions to attend. Between November 2010 and April 2011, Transition Coalition staff provided three two-day Indicator 13 face-to-face trainings in Phoenix, AZ and maintained the online STMP website. At the trainings, PEA teams engaged in adult learning that was highly interactive and applicable to daily practice.

Teams learned research-based, effective practices in areas such as Indicator 13 requirements, transition assessment, self-determination and your students, purposeful collaboration, encouraging administrative and teacher buy-in, and enhancing employment experiences for students. Additionally, the three face-to-face trainings included state-level round tables so that participants could increase their knowledge of adult agency services and develop better linkages locally. All trainings included action-planning, as well as reporting out on prior action plans to assure local-level implementation and dissemination of content and materials. All teams were required to replicate trainings to others in their district to assure widespread changes across their districts.

After each two-day training, participants were asked to rate their level of agreement around each of the training topics, and were also asked open-ended questions: “what would you like to see in future trainings?” and “what do you wish was different?” Evaluation summaries are included in this report in *Appendix C*. Evaluation summaries were developed and provided to ADE staff in a timely manner following training. Results were discussed and modifications were made to future trainings based on comments and ratings.

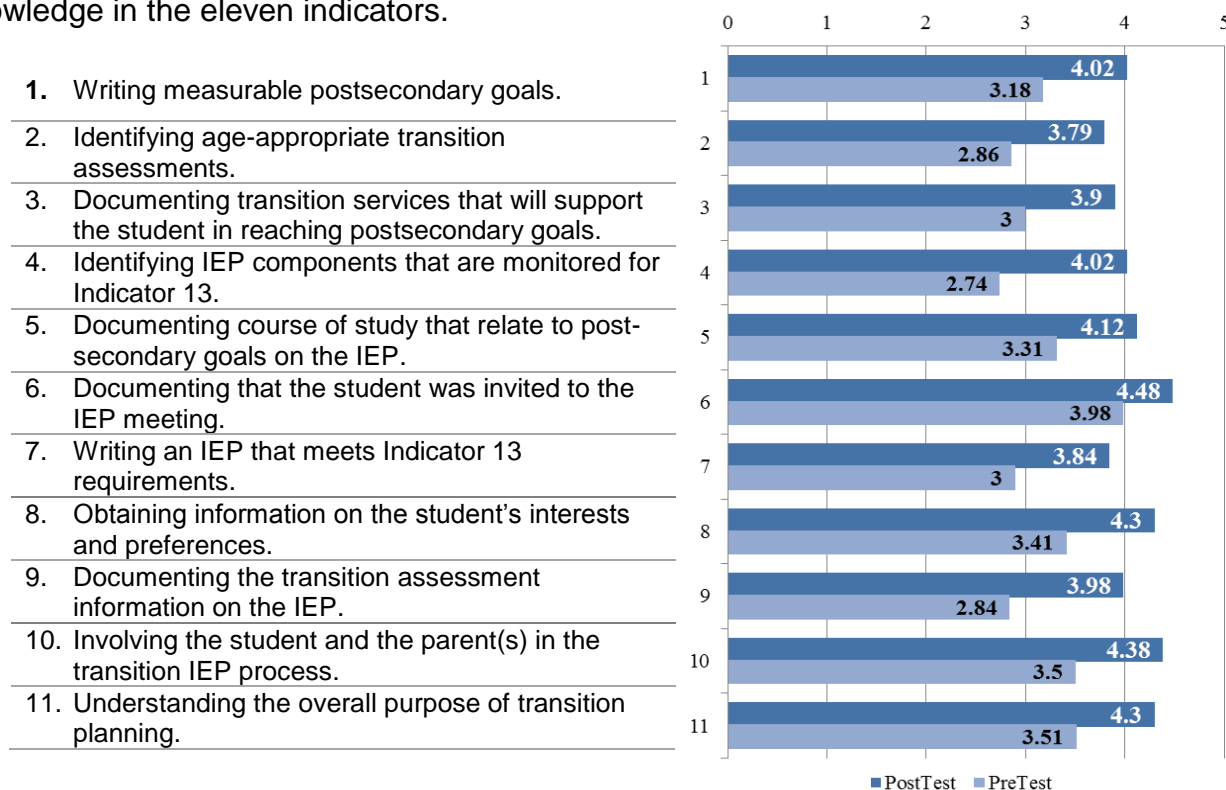


Below is a table summarizing evaluation data for the three 2010-12 Cohort trainings collapsed into three areas: content, state-level training, and teaming. Participants rated levels of satisfaction on a five-point scale with five being ‘Strongly Agree’. Clearly, training topic content, state-level training and teaming largely met the needs of PEA participants.

2010-2012 Cohort			
Training	11/1-2/2010	2/22-23/2011	4/11-12/2011
Content	4.27	4.44	4.34
State-level Training	--	4.37	4.53
Teaming	4.19	4.55	4.48

2010-2012 STMP COHORT

Additionally, teams completed a pre-post survey rating their level of knowledge on the individual components of Indicator 13 requirements. Clearly, participants increased knowledge in the eleven indicators.



To assure fidelity to the STMP process, teams completed the STMP Process Checklist in April 2011. The 14 teams in the 2010-12 schools have successfully established STMP teams that include all recommended representation and collaboratively develop action plans. Most teams feel that the team members are highly knowledgeable of transition compliance requirements and they share information with critical staff district-wide. For eight out of the 11 teams, district leadership is familiar with team action plans and building administration receives meeting information. The 2010-12 teams are clearly beginning to establish solid teaming strategies and to implement STMP Processes.

Finally, the 2010-12 Cohort PEAs completed the Quality Needs of Exemplary Transition Programs Needs Assessment in the Fall of 2010. This online self-assessment is designed to allow programs, schools and districts to determine and prioritize the most critical needs within a transition program and is best utilized if multiple and representative groups of transition stakeholders complete the form (e.g., teachers, administrators, parents, others). STMP teams completed the assessment as a group and then uploaded scores on indicators of exemplary transition programs answering to “what degree is this happening in your district?” and “how important is this to you?” Project staff analyzed the results to create individual summaries that guided teams in action planning. These reports enabled districts to target the most critical local transition indicators. A summary of all the districts was also compiled for Transition Coalition and ADE staff to direct content development and STMP training over the upcoming year.

2010-2012 STMP COHORT

2010-2012 Cohort Action Plans

As a part of the STMP training, 2010-12 teams developed action plans at the conclusion of each of the three two-day trainings. These action plans focused on two topics: to improve transition education and services and have all IEPs in compliance with transition requirements. The following is a summary of team action plans.

To improve transition education and services

Action plans for the 2010-2012 STMP Teams focused largely on the need to identify, inventory and familiarize team members and collaborators with available assessments.

"We need to identify all assessment resources available in our district (organized by school) as well as free resources identified at STMP trainings."

Teams inventoried available assessments district-wide and identified additional assessments to obtain. Teams emphasized the need for age-appropriate interest inventories and diverse assessments to meet individual student needs. Training for all special education teachers on the appropriate use of assessments, the importance of Indicator 13, and proper transition practices were identified as essential elements of a successful action plan.

Many teams noted areas for improvement in the IEP process and suggested a variety of procedural changes to "plan and develop best practice protocols and procedures for student led IEPs." Ideas included:

- Reorganize the IEP to follow a logical sequence.
- Create a checklist to attach to IEPs to ensure compliance.
- Adequately incorporate AzCIS and ECAP and collaborate on how to use the data for transition planning.
- Establish a new class or adapt a current class to provide students with needed information relating to transition and adult living skills.

Teams noted that additional professional development opportunities, collaboration and outreach are necessary to make necessary improvements.

Professional development topics included:

- offer presentations on transition coordinated services emphasizing the importance of Indicator 13,
- provide training on assessments and AzCIS, and
- survey teachers to determine adequacy of support in adapting instruction and curriculum to meet the diverse needs of students.

"We need to broaden the circle by involving extended family members, peers and agencies to play a bigger role in the IEP process."

Many teams planned to increase collaboration within their districts as well as with outside agencies. Inter-district collaboration focused on increasing relations with career counselors, CTE teachers and special services personnel. Stakeholder outreach to increase the accessibility of transition-related resources included brochures, handbooks, community service directories, transition service libraries and websites detailing the transition services, assessments and community resources available.

2010-2012 STMP COHORT

Have all IEPs in compliance with transition requirements.

Teams identified many procedural improvements to ensure compliance with transition requirements:

- Transition planning needs to begin early with assessments that are age appropriate.
- Teachers should receive thorough training on and have access to a variety of assessments to ensure that assessments are best suited to student's needs.
- Assessment results must be included in the IEP.
- Transition decisions will be data-driven.

"Involve the entire team in the strengths and needs assessment with general education teachers, parents, students, and SPED directors for 100% of our students."

Improvements suggested for the IEP process indicated the need to tie Post-secondary Goals to academic progress, student interests and documentation. Annual goals need to relate directly to measurable post-secondary goals. All IEPs should have at least one employment goal and one educational or training related post-secondary goal. Teachers need to "improve documentation of course plans to show progress toward goals." Suggestions for improvement to documentation involved proper identification of elective courses in the IEPs, development of a bank of required and

available courses and transition services, and ensuring that the "course of study will be specific and will not use generic terms such as 'electives.'" One team offered a question that should be on every IEP: *"The student wants to be_____, how do we get them there?"*

Staff training was cited as necessary to get all IEPs in compliance with transition requirements. Teams will continuously audit IEPs for Indicator 13 compliance, reviewing the Indicator 13 Checklist, and providing adequate training and timely feedback to high school staff. Some training goals were to develop training session schedules, create brochures on Indicator 13, train middle school teachers on transition and assess training effectiveness. Two teams made lists of goals and materials for potential trainings:

IEP Training Materials

- Checklist/user friendly guide
- 3 sample IEPs reflecting: 100% compliance, almost and not close
- List of appropriate transition activity statements
- List and directions for website resources
- AZCIS directions/access
- Current Assessment availability
- Access to district statistics
- Training Survey

Post-secondary Goals Training

1. Contact the district Compliance Technician to gather information on Post-Secondary Goal Writing,
2. Create a presentation relating trends, patterns and areas of need.
3. Arrange an in-service for Special Ed Department heads.
4. Post the presentation online for easy access.

Additional goals included Collaboration and Outreach: teams planned to improve communication and collaboration with other partners. One team specifically mentioned improving communication with parents via a newsletter.

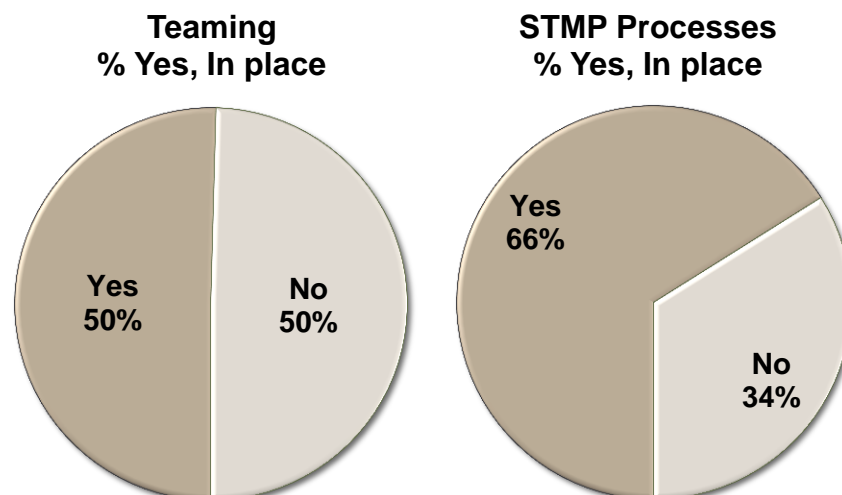
PROCESS CHECKLIST

The Transition Coalition worked with ADE/ESS Transition Specialists and Program Support and Monitoring Units to continuously improve STMP transition training to Public Education Agency staff through ongoing discussion, sharing of resources, and teamwork. With the input of ADE, the Transition Coalition developed a key product this past year (STMP Process Checklist) which clearly relates project steps and expectations to participating district teams.

To assure fidelity to teaming, teams completed a Process Checklist containing 37 items in early spring 2011. The data indicates that implementation schools (2009-11 Cohort) have established Community Transition Teams and are implementing the STMP Processes faithfully. Team members are highly knowledgeable of transition compliance and group collaboration is strong. Members share transition information with critical staff, collaboratively develop and implement action plans to address prioritized needs and routinely use data to drive decision-making. Teams have identified a vision, established meeting structures and procedures to welcome new members and to ensure that all members have an equal voice.

The newer 2010-12 Cohort schools have established STMP Teams that include all recommended representation and collaboratively develop action plans. Most teams feel that the team members are highly knowledgeable of transition compliance requirements and share information with critical staff district-wide. For eight out of the 11 teams, district leadership is familiar with team action plans and building administration receive meeting information. The 2010-12 teams are working to establish solid teaming strategies and to implement STMP Processes.

The Process Checklist data for the 2010-12 Cohort will serve as a baseline to gauge team progress. With each year of training, more components will likely reach 100% "Yes, in Place." In the second year of training, teams will have Community Transition Teams in place and will have reportable data for the CTT section of the process checklist summary.

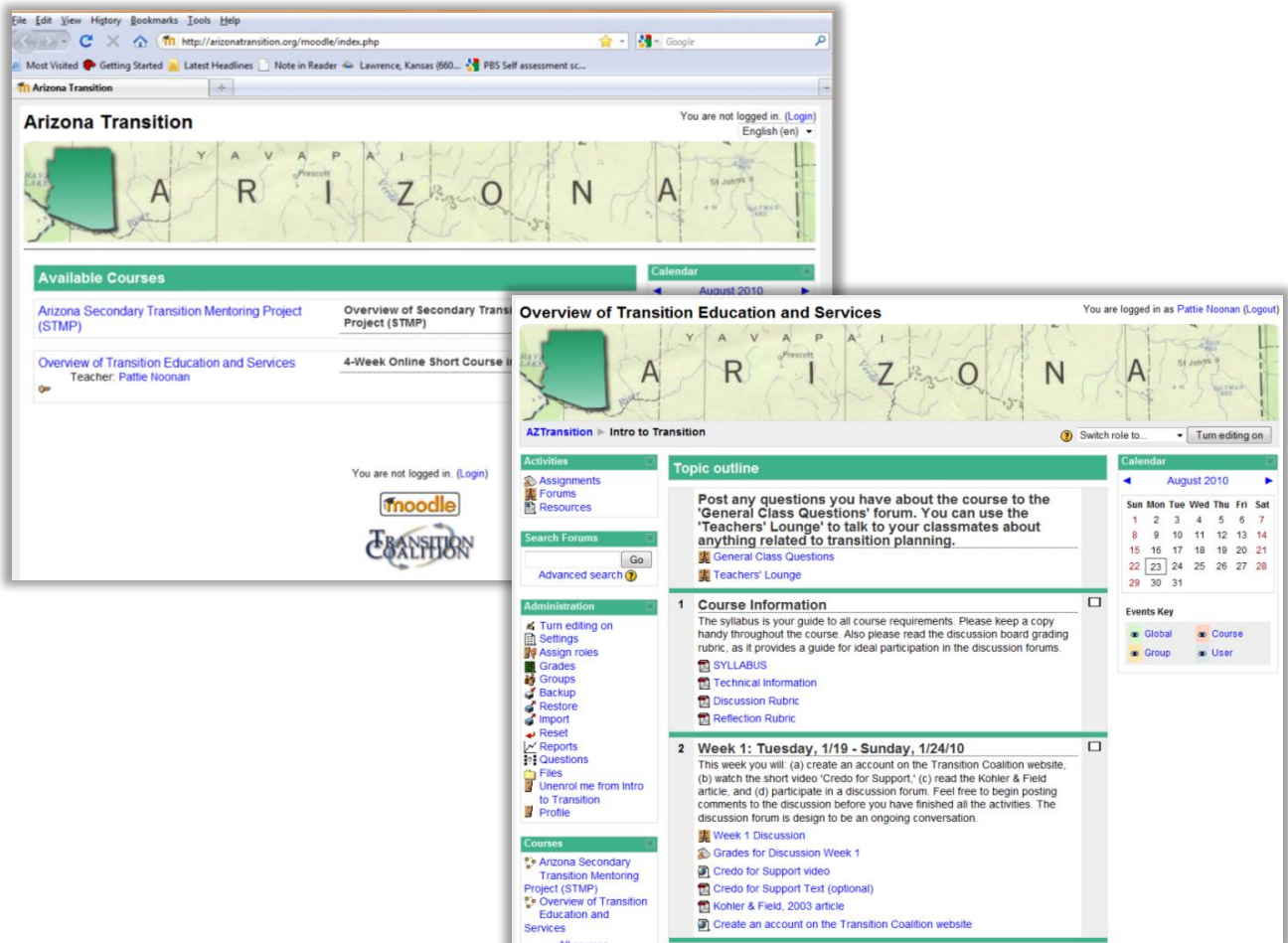


PROCESS CHECKLIST

Process Checklist Summary	
In place YES/NO	% Yes
Teaming	
STMP Team is established and includes all recommended representation (e.g., Administrator/administrator designee, special educator (writes IEPs), CTE teacher/general educator/school guidance counselor).	100%
STMP meets monthly at a minimum.	46%
Building Administration - that is, principal or district level leader attends STMP team meeting at least 3x a year (e.g., Fall, Winter, Spring) and receives agenda and minutes for every meeting.	69%
Meeting roles are defined (i.e. facilitator, note keeper, time keeper, etc.).	23%
At least one process for reaching a team decision has been defined and adopted. (Refer to High Functioning Team Handbook for examples).	62%
Team norms or ground rules have been established and agreed upon.	38%
Meeting structure (i.e. agenda and timing) has been established and agreed upon.	46%
An organizational system for tracking meeting notes, materials, and data has been established and is maintained.	31%
STMP team routinely uses data to drive decision-making.	38%
STMP Processes	
All team members are highly knowledgeable of transition compliance requirements.	92%
STMP team systematically shares transition information with critical district-wide staff.	83%
STMP team systematically shares transition information with community and families.	38%
STMP team systematically shares transition information with other administrators district-wide.	54%
Required STMP dates (reporting and events) are included on STMP meeting agendas for discussion.	45%
STMP team collaboratively reflects on areas of local need identified through data (e.g., Indicator 13 compliance data, drop out data, graduation rates, PSO data, quality needs indicator assessment data).	50%
STMP team collaboratively develops and implements an action plan that addresses the prioritized needs.	100%
District leadership is familiar with the contents of the action plan.	75%
STMP team collaboratively monitors progress quarterly on action plan items.	54%
Community Transition Team	
By the end of yr. 1 or beginning of yr. 2, Community Transition Team (CTT) is established (minimum one meeting).	
CTT is representative of community (i.e., team includes outside agencies, a young adult with a disability, parents of a young adult with a disability, and a business representative).	
CTT establishes a team name and vision.	
CTT meets bi-monthly at a minimum for first two years of existence	
Team members agree on a system of assigned or rotated roles.	
Process for reaching a team decision (i.e., consensus or majority vote) has been identified and adopted.	
Team norms or ground rules have been established and agreed upon.	
Meeting structure (i.e. agenda and timing) has been established and agreed upon.	
An organizational system for tracking meeting notes, materials, and data has been established and is maintained.	
CTT collaboratively reflects on areas of local need identified through data.	
CTT collaboratively develops and implements an action plan that addresses the prioritized needs.	
CTT systematically shares transition information with community and families.	
CTT members have equal voice into when planning team activities.	
CTT action plan is updated at least quarterly as a living document.	
CTT membership is reviewed at least annually and new members are recruited.	
A process is in place to welcome new members to team.	
District leadership is familiar with the contents of the action plan.	
By-laws have been developed by CTT by team.	
Sustainability plan has been developed by CTT and is revisited at least annually.	

ARIZONA TRANSITION.ORG

The STMP program provides a website (www.ArizonaTransition.org) for project participants, as well as others interested in improving transition education and services in Arizona. Participants of the STMP program have continual access to an online Community of Practice (CoP) where they can ask questions and discuss topics related to improving secondary special education with other STMP participants, University of Kansas trainers and ADE/ESS Transition Specialists. The CoP is designed to offer opportunities for members to engage in ongoing dialogue, problem-solving and resource sharing. Additionally, the website serves as a library for training materials. Access to the website is available to staff in the participating school districts and charter schools for the two years of the project.



The primary focus of this online CoP is to ensure that participants receive ongoing technical assistance and support in a *timely* manner. The AZ CoP was used by all of the districts involved in STMP training as a site for members to engage in ongoing dialogue, problem-solving and resource sharing.

Overview of Short Course: **Introduction to Transition Education and Services**

The Transition Coalition offered two representatives from each STMP Team a four-week independent study, online course in mid-January, 2012. The course resulted in 20 of CEU credits. All activities and objectives of the training focused on supporting the participants to enhance transition practices specific to Indicator 13. Although time intensive, participants improved significantly in their pre-post tests for two online modules: Best Practices in Transition Planning and Transition Assessment: The Big Picture.

BEST PRACTICES IN TRANSITION PLANNING

Session 1: Transition and IDEA

- Understand the primary reasons transition is included in IDEA.
- Identify the key concepts of transition: results-oriented, student-centered and coordinated effort.
- Apply the concepts of results-oriented, student-centered and coordinated effort to a case study.

Session 2: Who Is Involved in Transition Planning?

- Identify and understand the major components of the IEP specific to transition.
- Monitor IEP components for Federal and State compliance according to the Indicator 13 checklist.
- Apply concepts to case studies and your students.

Session 3: The Transition Planning Process

- Describe the comprehensive transition planning process.
- Identify and complete the critical components of a comprehensive IEP using a case study.
- Given the necessary steps that need to be completed before, during and after the IEP meeting, identify which ones you need to improve.

TRANSITION ASSESSMENT: THE BIG PICTURE

Session 1: Understanding Transition Assessment

- Define transition assessment, as it relates to youth with disabilities.
- Describe the foundational elements of transition assessment, including self-determination and person-centered planning.
- Describe the roles for practitioners, students and families in transition assessment.
- Examine your school and district assessment processes.

Session 2: Types and Approaches

- Describe the types and approaches in transition assessment.
- Describe how to create an assessment plan and key attributes of the process.
- Distinguish between standardized and informal assessments.
- Discuss benefits and limitations of both standardized and informal assessments.
- Summarize benefits and limitations of various informal assessments.

Session 3: Assessment Process

- Describe assessment in the form of a process.
- Describe the assessment process, including characteristics and mile markers.
- Describe factors to consider in administering various assessments.
- Discuss key components in presenting assessment data to students, families and staff.
- Describe what to do with assessment data after it has been collected and interpreted.

Enrollment in the course used a “cohort” approach with 31 educators enrolled during the 4-week session (minimum 2 representatives from 14 LEAs). Two past STMP members participated in the online discussions to offer mentorship, local resources, and exemplary practices in Arizona. The 24 participants that completed the course received a certificate and public recognition at the February 2012 training.

Some comments participants made about the short course were the following:

*It is so interesting to find tons of assessments available for student/individuals with disabilities. **Some are actually free and available online, which is what we want because of financial issues.***

*I give credit to this 4-week course because it gives me so much information about transition. **It awakens my sleeping mind about determining, planning, and implementing appropriate and effective transition services and goals.** The information I gathered and things I learned can be best put to use by sharing them with my colleagues because this information is very helpful and important in delivering services to students with special needs. Then I hope to engage families, local advocates and vocational rehab personnel on the ongoing transition improvement that we plan to have.*

***The combination of assessment and self-determination could change the world.** I will try everything to get these student-led IEPs and assessments into the mix next year and more and more and more so that we have some shining stars who know and love themselves. I can see a whole new attitude.*

***The self-determination module is a great resource.** I suspect I'll be going back to it time and again. What I'm trying to get my head around is how to do it efficiently and systematically so that it doesn't feel like extra work on an already over-burdened faculty.*

***I will use the information I learned from this course to do more student-centered planning.** I will use more assessments since I have more information on the different and varied types.*

*What impressed me most was the ongoing nature of the assessments. **I think too often I have viewed the transitional assessment as more important at the 16 year marker and have not given enough credit to revisiting it each year.***

*No wonder I have a hard time with the transition stuff, I don't have enough information. I interview the students, but they are unsure of their strengths, needs, and interests. **This will help students be more sure of themselves and what they need and want for their future.** It will also help the families know the strengths, needs, and interests of their children.*

***I have a different take on transition planning now.** I am asking more questions about future plans, not just for the year. This week, I had my 8th grade students write an intro about themselves, their disabilities and what they know about their specific disabilities. Some talked about medications, how they learn best, and what they want to learn. Most of them were very willing to share. I felt very good and a sense of accomplishment since they shared some deep feelings and needs.*

MANAGEMENT TEAM



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TIMELINE

2011-13 COHORT TRAINING DATES

PHOENIX, AZ

October 3-5, 2011

Arizona's Eleventh Annual Transition Conference, "Imagine It, Plan It, Do It!"
Talking Stick Resort in Scottsdale, AZ

November 29-30, 2011

STMP Training One, Fiesta Inn Resort, Tempe, AZ

January 17-February DATE 2012

Online, four-week long course: "Overview of Transition Education and Services" through the University of Kansas (KU).
No cost for up to two participants per team.

February 21-22, 2012

STMP Training Two, Fiesta Inn Resort, Tempe, AZ

April 24-25, 2012

STMP Training Three, Fiesta Inn Resort, Tempe, AZ

TELECONFERENCES OR WEBINARS

Webinars will be scheduled on an as needed basis.

2010-12 COHORT TRAINING DATES

PHOENIX, AZ

October 3-5, 2011

Arizona's Eleventh Annual Transition Conference, "Imagine It, Plan It, Do It!"
Talking Stick Resort in Scottsdale, AZ

December 6-7, 2011

STMP Follow-up Training One, Fiesta Inn Resort, Tempe, AZ

January 24-25, 2012

STMP Follow-up Training Two, Fiesta Inn Resort, Tempe, AZ

April 17-18, 2012

STMP Follow-up Training Three, Fiesta Inn Resort, Tempe, AZ

Register for all trainings and lodging
www.arizonatransition.org

For more information about the Arizona Secondary Transition Mentoring Project please contact Lorrie Sheehy at lorrie.sheehy@azed.gov.