

Maine Secondary Transition Outcomes Project Overview



The Maine Department of Education, Special Services has contracted with the Maine Transition Network to assist LEAs with the documentation of the transition related components using the Maine Secondary Transition Outcomes Project (TOP). This project was developed by Ed O'Leary of the Mountain Plains Regional Resource Center. Presently 34 states including Maine use this project. Maine became involved in 2003. 28 LEAs throughout Maine are presently involved in TOP.

Purpose

- Assist local schools in meeting IDEIA 2004 transition service requirements.
- Evaluate the effectiveness of providing and delivering transition services to students and families through the IEP process.
- Provide training and resource materials on the transition process for educators, administrators, adult agency personnel, parents and others.
- Assist local schools and the MDOE fulfill Indicator 13 of the State Performance Plan resulting in OSEP compliance.
- Improve graduation rates and post school outcomes of students with disabilities.

Transition Outcomes Project Uses a Data-driven Model That:

- Identifies and evaluates current practices used to meet transition requirements.
- Includes baseline data from students' IEPs as the context for goal setting, strategy development, and implementing a local school improvement plan.
- Promotes an IEP process driven by the student's post school goals.
- Emphasizes;
 - Improving transition services,
 - Increasing graduation rates,
 - Showing results, and
 - Increasing the likelihood that student with disabilities will graduate and be employed.
- Empowers local school systems to make changes in processes, forms, programs, and approaches.

Initial Statewide Results

- Baseline and final data from 11 LEAs
- Baseline N = 372 IEP's of students 14 years of age and older
- Final N = 409 IEP's of students 14 years of age and older
- Time period from baseline to final - 18-24 months

Requirement	Baseline	Final
Student invitation	78%	96%
Invite state one purpose of meeting is transition plan	52%	87%
Consideration of student preferences and interests	61%	80%
Statement of Transition Service Needs	39%	54%
SNTS – coordinated set of activities	46%	62%
SNTS – activities promote movement to post school	44%	72%

Transition Outcomes Project Starts with Commitment!

Schools must be willing to:

- Volunteer
 - Improve post-school outcomes for students
 - Formulate a team
 - Establish partnerships
 - Develop strategies for improvement
 - Be able to implement change
 - Participate in ongoing professional development
 - Provide access to files
 - Share what is learned
 - Participate in a Report-Out meeting to set goals and develop strategies
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Advantages!

- Voluntary
 - Focused and manageable
 - Systemic change
 - Emphasis on program improvement not monitoring
 - Clear and concise
 - Training for school staff
 - Follow-along and Follow-up
 - Builds state and local capacity
 - Ongoing professional development
 - Uses periodic IEP reviews
 - Promotes form and process changes
 - Empowers decision-making and solutions from within!
 - Involves local school division personnel (general and special educators), department of education personnel, adult service agency personnel, parents and students in the local improvement planning process
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What Others Have Learned!

Benefits schools!
Data show results
Ongoing professional development
New strategies for improving IEP meetings
Clearer understanding of the transition requirements
Better coordination of services
Opportunities to network, problem solve and share success, resources and effective approaches with others
Agencies are more involved in schools!
Forms changed!
Teachers excited and proud of their efforts!
People network!
Parents and students LIKE IEP meetings!
Best practices grow from compliance!
Creative solutions generated!

In accordance with the State Performance Plan the MDOE must collect data and report on 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 the post-secondary goals.” This data must be collected on 100% of youth in special services in this age group over the next 5 years. The MDOE will be using the focused monitoring process to collect this data. Those LEAs determined to have a high need for improvement in the area of transition will be required to participate in the Maine Secondary Transition Outcomes Project as part of their improvement plan.

Any LEA can voluntarily participate in the Transition Outcomes Project to improve system practices in documentation and implementation of transition planning for youth ages 14 and older at any time. To find out more please contact:

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