

State Department of Education

IDEA B Panel

June 27, 2024



OKLAHOMA
Education



Agenda

- 1:00 – 1:05 – Welcome – Abby Johnson, Project Manager, Special Education Services
- 1:05 – 1:30 – Data Indicators – Travis Thompson, Project Manager, Data
- 1:30 – 2:30 – Oklahoma Pathways to Partnerships – Lori Chesnut, Program Manager, Pathways to Partnerships
- 2:30 – 3:15 – DMS 2.0 Overview – Sherri Coats, Program Director, Special Education Services
- 3:15 – 3:45 – Priority Setting – Michelle Keiper, Chair
- 3:45 – 3:55 – Public Comment
- 3:55 – 4:00 – Adjourn

Welcome

Abby Johnson, Project Manager, Special Education Services

Data Indicators

Travis Thompson, Project Manager, Data

Indicators 1 & 2: Secondary Outcomes

Questions addressed:

- Ind. 1: What percent of exiters had graduated (ages 14-21)?
- Ind. 2: What percent of exiters had dropped out of school (ages 14-21)?

Targets: set by state with community consultation

Source for both: exiting data for prior year pulled from EdPlan; match Accountability database to confirm exit status

1 & 2: Graduation & Dropout Results

TARGET
86.0%

80.73%



Graduation Rate 21-22

TARGET
13.9%

19.2%



Dropout Rate 21-22

Discussion: Indicators 1 & 2

- What can the state do to support districts to increase the chances of students graduating instead of dropping out?

Indicator 13: Secondary Transition

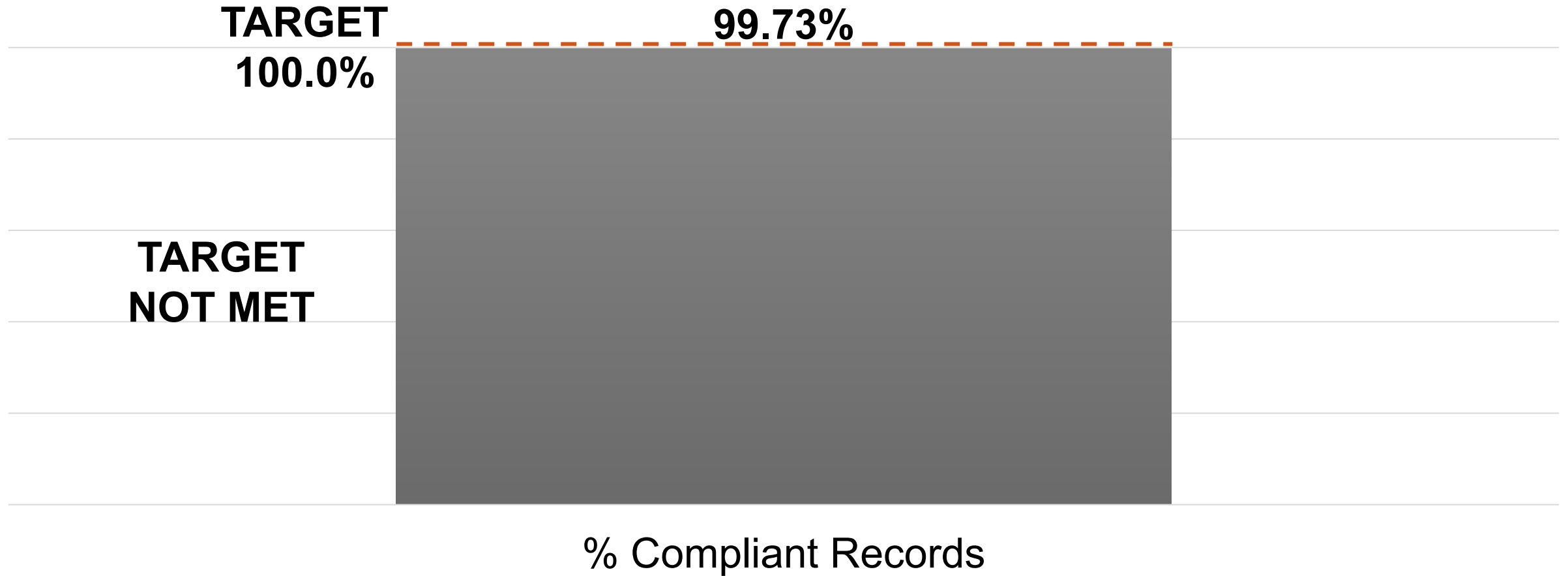
Question addressed:

Do students ages 15 or older/in 9th grade or higher have IEPs that meet the eight **secondary transition requirements**?

Target: set by OSEP as a compliance indicator

Source: IEPs reviewed during the most recent June 30 EOY Collection through EdPlan

13: Secondary Transition Compliance



Indicator 14: Post-Secondary Outcomes

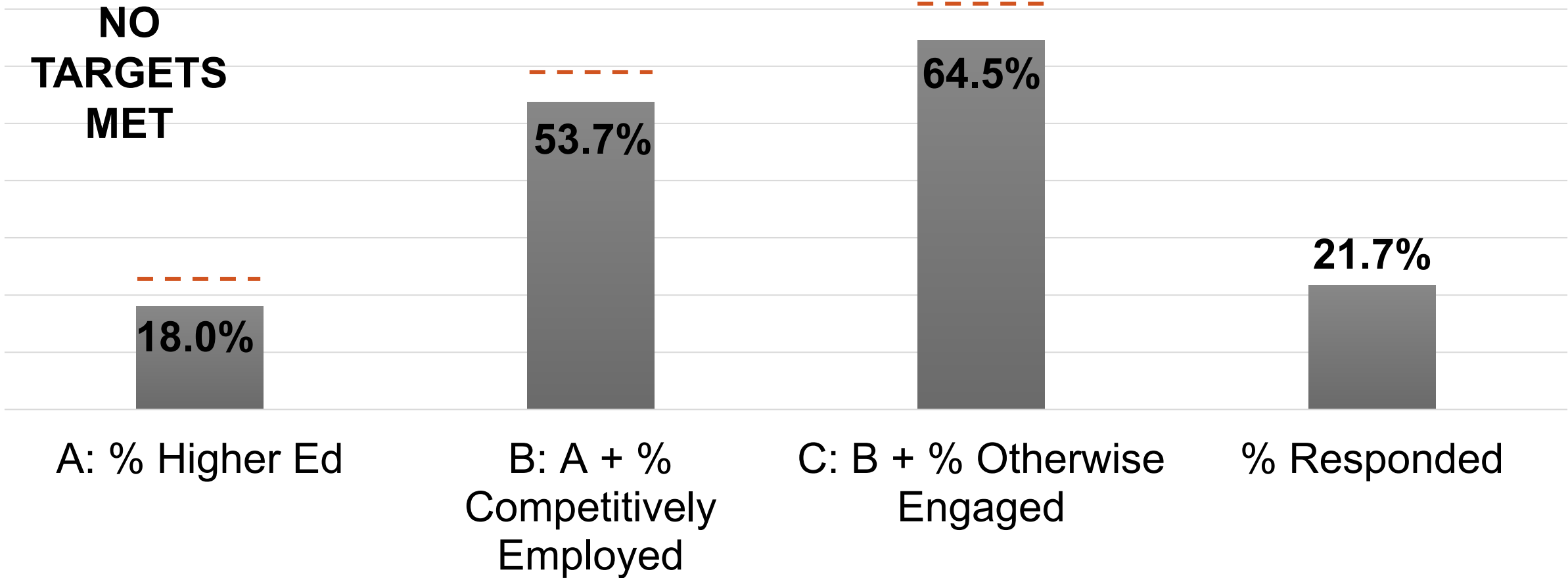
Question addressed:

What are exiters with IEPs doing **after high school**?

Targets: set by state with community consultation

Sources: Survey of “exiters” from two school years prior, conducted by TAESE the previous year

14: Post-Secondary Outcomes



Oklahoma Pathways to Partnerships

Lori Chesnut, Program Manager, Pathways to Partnerships

OK Pathways to Partnerships (OP2P)

- **\$9,993,000** from the Rehabilitation Services Administration (RSA) Disability Innovation Fund (DIF).
 - **Required partnerships** include Oklahoma State Department of Education, **Oklahoma Department of Rehabilitation Services (DRS)**, federally funded **Centers for Independent Living (CILs)**, and **Local Education Agencies**.
- Includes a secondary **transition website hub** with aligned and shared guidance, technical assistance, and learning modules for students, parents, districts, businesses, agencies/entities.
- Provides ongoing professional development, including coaching, to support regional teams for new transition program implementation.
- Provides almost **6 million dollars** in subgrants to **districts** and **community partners** (businesses, Department of Rehabilitation Services (DRS), Career Technology Education (CTE), Institutes for Higher Education (IHEs), Centers for Independent Living (CILs), Community-Based Providers (CBP), Workforce Boards, etc.) to implement **new career exploration** and **work-based learning programs** focused on **competitive integrated employment (CIE)**.

OP2P Staff

- Lori Chesnut, Program Manager (IDEA-B & OP2P)
- Donna Tye-Lewis, Project Manager
- Claudia Beckner, Specialist (part-time, IDEA-B & OP2P)
- Two OP2P Transition Specialists (to be filled)
- Administrative Assistant (to be filled)

OP2P Goal and Initiatives

- The overarching goal of the OP2P project is to support quality transition programming through the development of an Oklahoma Transition Framework.
 - Expand the capacity of state-wide interagency partnerships and local/regional transition teams to serve students with disabilities (SWD) in transition to postsecondary life and competitive integrated employment (CIE).
 - Expand access and effectiveness of transition programming, work-based learning and competitive integrated employment (CIE) experiences for students with significant disabilities and students with disabilities in rural, high need settings.

OK Transition Council

- In 2004, the Oklahoma Transition (OTC) Council was formed to develop the Oklahoma Transition Institute and the local team concept. The Oklahoma Transition Council divided the state by Career Technology Center locations matched by available rehabilitation counselors to form regional teams. In the summer of 2006, the Oklahoma Transition Council held its first institute in Oklahoma City the tradition of service and training continues today.
- OTC will host the 19th Annual OK Transition Institute (OTI) on November 6 & 7 in Oklahoma City.

OP2P Plan

- Year 1-Planning
 - Identify and analyze partner data, services, and resources to determine areas of high need and gaps in services.
 - Develop a Transition Framework and OK Transition Teaming Guide.
- Year 2-Pilot area for Year 2 is southeast Oklahoma.
- Year 3-Adjust, improve, and replicate the pilot in another high need area.
- Years 4 & 5- Expand to additional high need areas.

Initiative 1

- Expand the capacity of state-wide interagency partnerships and local/regional transition teams to serve students with disabilities (SWD) in transition to postsecondary life and competitive integrated employment (CIE).

Initiative 1 Activities

OP2P

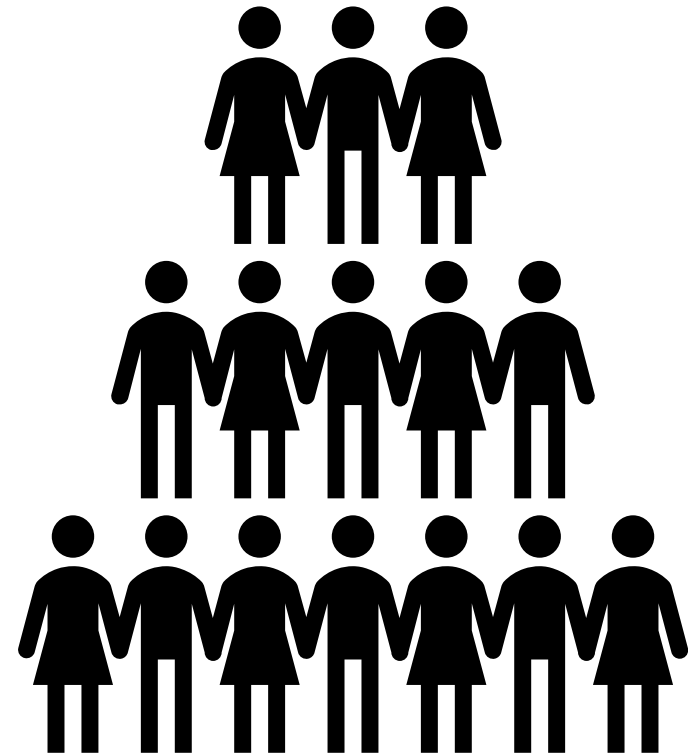


Develop a Unified Secondary Transition Definition, Mission & Vision for the Oklahoma Transition Council & Grant

- **Definition:** The Oklahoma Transition Council defines transition as the movement of youth with disabilities from secondary education to postsecondary adult life, including participation in higher education or training, employment with a focus on competitive integrated employment, opportunities for independent living, and community participation.
- **Mission:** The mission of The Oklahoma Transition Council is to improve transition education, planning and services through stakeholder partnerships that lead to successful postschool outcomes for students with disabilities, including education or training, employment, independent living, mental health services and community participation.
- **Vision:** The vision of the Oklahoma Transition Council is to make a lasting difference in improving the quality of life for all individuals with disabilities by creating and supporting person-centered innovative transition services and programming statewide.

Oklahoma Transition Council Partners

- Scale current work in the Oklahoma Transition Council (OTC) (to include all required and additional partners)
- What partners are included?
- What partners need to be included?



Oklahoma CILs

- Ability Resources - Tulsa
- Dynamic Independence - Bartlesville
- **OK for Independent Living – McAlester**
- Progressive Independence – Norman
- Sandra Beasley – Enid
- Statewide Independent Living Council of OK (SILC) - OKC

CIL Core Services

Every CIL facilitates independent living by providing:

- Assistance moving from institutions to the community
- Support to avoid entering institutional settings
 - Help for young people transitioning to community living as an adult
 - Information & referrals to services & practical resources
- Training on IL skills, such as personal care, budgeting, household management, & more
- Peer counseling, support, & mentoring
- Individual & systems advocacy

Depending on the needs of a CIL's community, here are additional services it may offer:

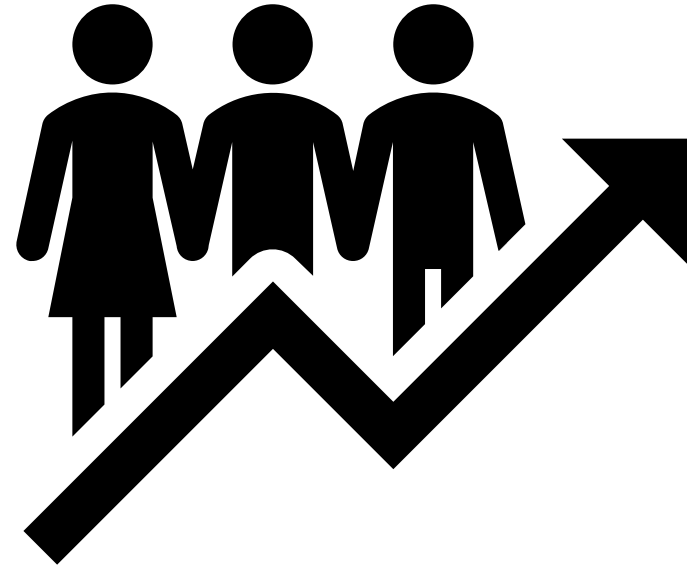
- Job search assistance & training
- Housing searches, modifications, & assistance
- Assistive technology access, training, & support
- Transportation assistance
- Health care navigation
- Eligibility screening & application assistance for Medicaid, Social Security, & more
- Recreation, socialization, & peer groups
- Emergency response planning
- Advocacy & assistance in schools
- Legal rights education

Increased Student and Family Involvement

- Identify youth advocate groups
- Develop a statewide youth advocacy group
- Increase children and youth with disabilities active participation in transition planning
- Identify existing training and resources for children and youth with disabilities
- Develop new training and resources for students and families

Partner Data

- Identify and analyze partner data to determine areas of high need and gaps in services
- Transition Areas
 - Education/Training
 - Employment
 - Independent Living/Community Participation
 - Self-Determination/Self-Advocacy



Resource Mapping

- Resource Mapping at State, Regional, and Local levels to identify services and resources is an important focus of the grant in developing the Oklahoma Transition Framework.
- National Technical Assistance on Transition: The Collaborative (NTACT:C) facilitators Jacque Hyatt and Brenda Simmons are currently providing training on Resource Mapping and will help us to facilitate the mapping process at the regional/local level.
- Once mapping is complete at the State level, the next step will be mapping at the regional/local level through the Oklahoma Transition Teams (i.e. teams identified through the Oklahoma Transition Institute).

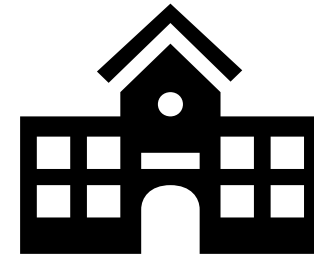
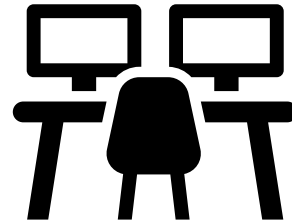
Resource Mapping - 2

- Community resource mapping, also referred to as asset mapping or environmental scanning, is a process for identifying resources in a community that can support students as they transition from school to adulthood.



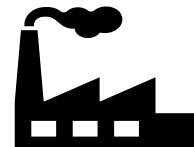
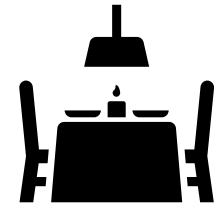
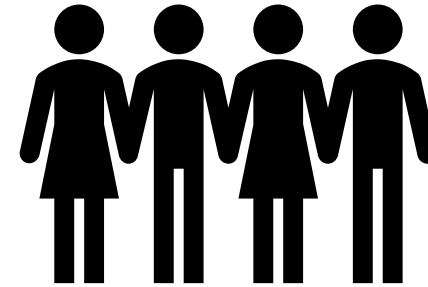
Resource Mapping - 3

- Gather information about the types of **resources** that exist in a community (e.g., resources related to employment, postsecondary education, vocational training, transportation, independent living, leisure, and health care).



Resource Mapping - 4

- Gather information about **community assets** that will support students as they transition from school to adulthood.
- Community Assets include
 - Person/People, Physical Structure/Places, Service, Business



Examples of Community Resources

Table 1

Possible Community Resources

Citizen Associations	Community Organizations	Community Populations	Institutions	Private Sector
Community leaders	Advocacy groups	College students	Community colleges	Local businesses
Local leaders	Churches	Local artists	Libraries	Chambers of commerce
Local officials	Clinics	Local musicians	Parks	Banks
Local politicians	Food kitchens	Volunteers	Pools	
Neighborhood organizations	Housing organizations			

Note. Based on the *Community Tool Box*, University of Kansas (2022)

Steps to Community Resource Mapping

Figure 1

Steps to Community Resource Mapping



Illinois Center for Transition and Work | **Community Resource Mapping**

This figure was retrieved from the research brief, [Community Resource Mapping](#), that was developed by the Illinois Center for Transition and Work at the University of Illinois Urbana-Champaign through a contract with the Illinois State Board of Education. (ICTW Research Brief; Retrieved 8-16-2023)

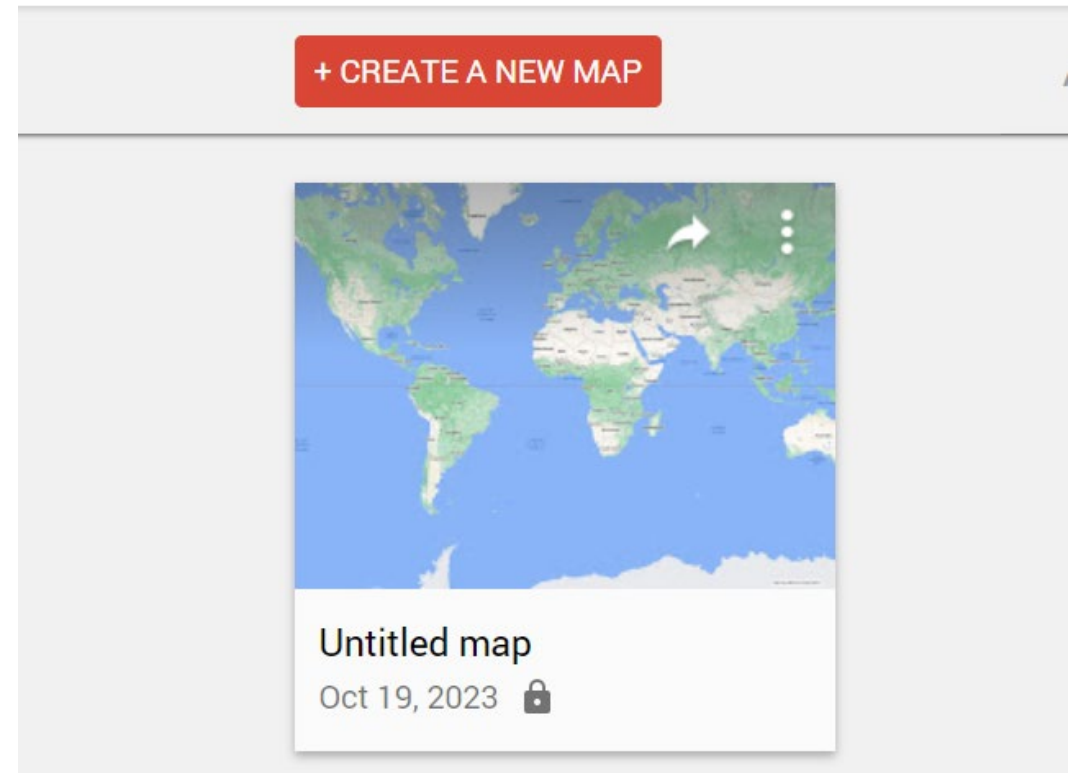
Types of Community Sites and Contacts

- **Local businesses:** Retail, Service, Manufacturing, Transportation
- **Shopping:** Supermarkets, drug stores/pharmacies, convenience stores, dollar stores, music/video stores
- **Dining:** Fast food restaurants, family-style restaurants, cafeterias, pizzerias, food courts, nutrition centers
- **Services:** Public libraries, banks, post offices, daycare, medical
- **Recreational Facilities:** Parks, public swimming pools, arcades, fitness centers/gyms, community centers

Google My Maps

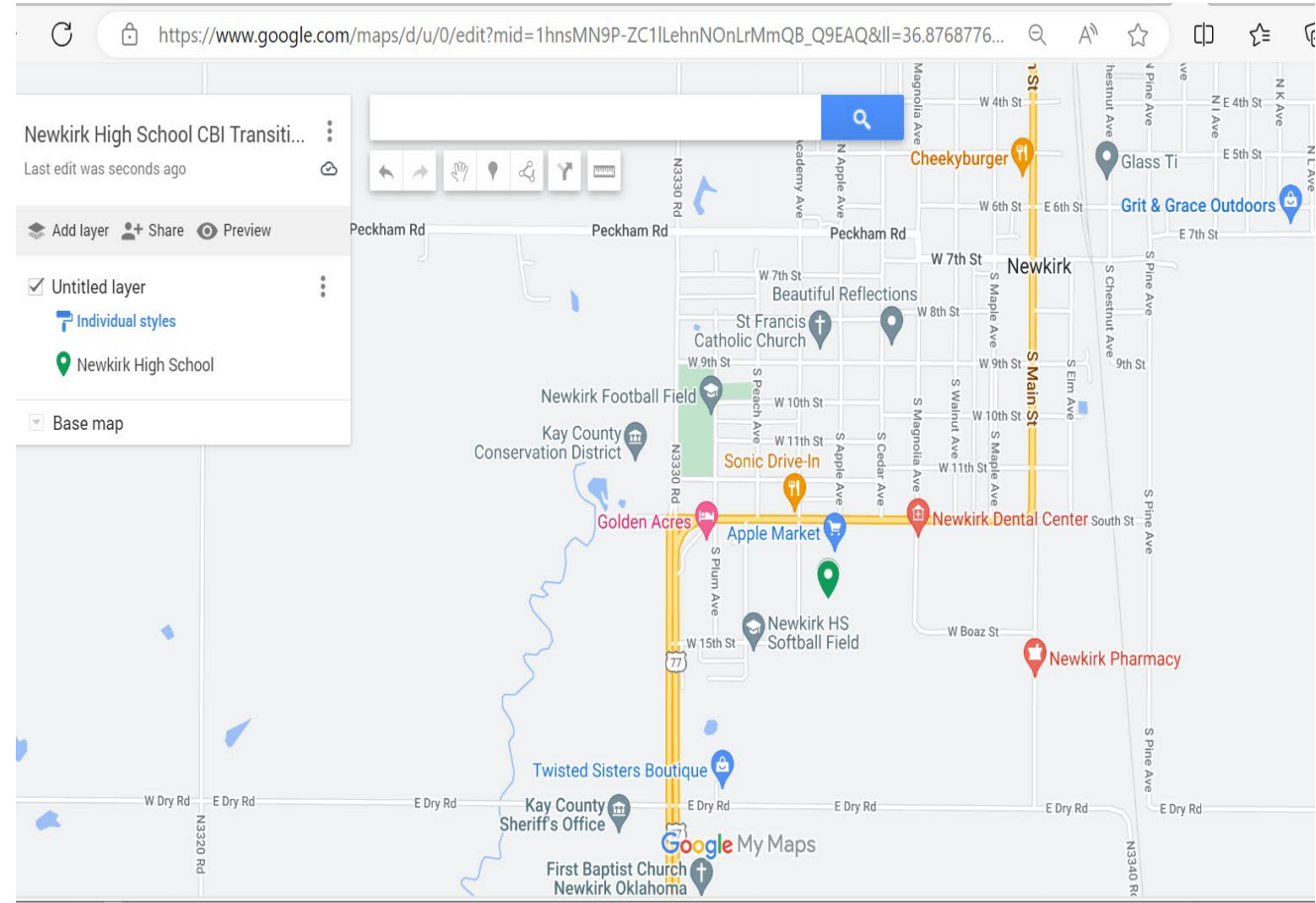
- [Google My Maps](https://mymaps.google.com) (mymaps.google.com) is a free tool that is a quick and easy way to identify opportunities for collaboration and connection to build transition programs and identify community resources.

☰ Google My Maps



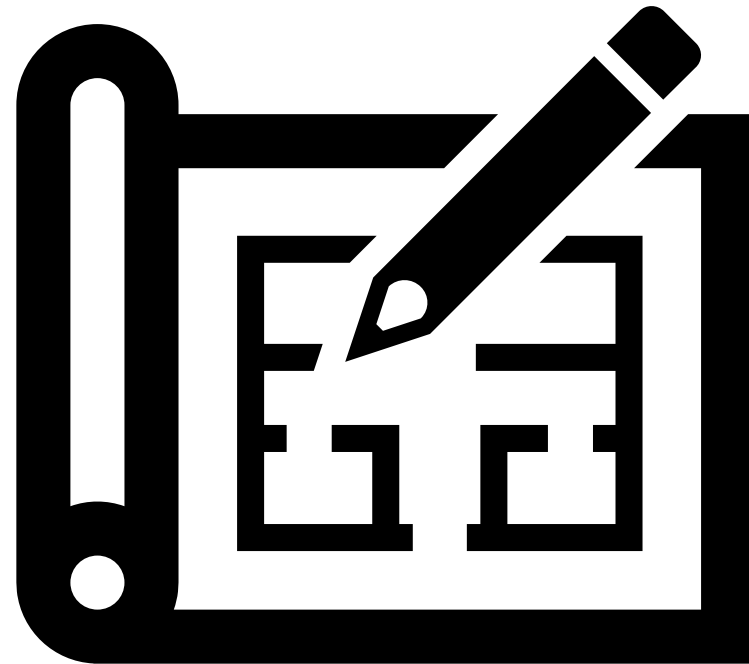
Google My Maps - 2

- Go to [Google My Maps](https://mymaps.google.com) (mymaps.google.com), click +CREATE A NEW MAP, and type in City, State, a specific location (i.e. name of school), or street address



Transition Framework

- Develop a framework for partnering within the pilot transition team and establish recommended procedures and processes
 - Plans to support local/ regional teams in the development and implementation of transition goals and activities
 - Vertical and horizontal alignment of transition services from public school to adult transition services via agencies and providers, thus promoting movement from school to post-school, and ultimately CIE



Cross-Train State-Wide Partners

- Develop and engage in processes for cross-training and staff onboarding



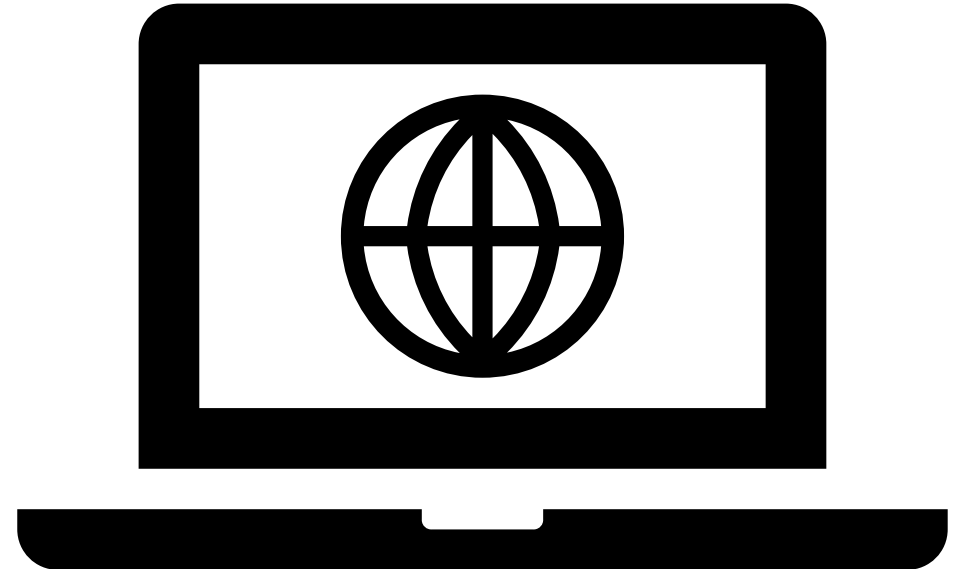
Initiative 1 Products

OP2P



Transition Website Hub

- Aligned and shared guidance for students, parents, and professionals
 - Technical assistance
 - Professional development
- Transition areas
 - Education/Training
 - Employment
 - Independent Living/Community Participation
 - Self-Determination/Self-Advocacy



Plan Your Way, OK!

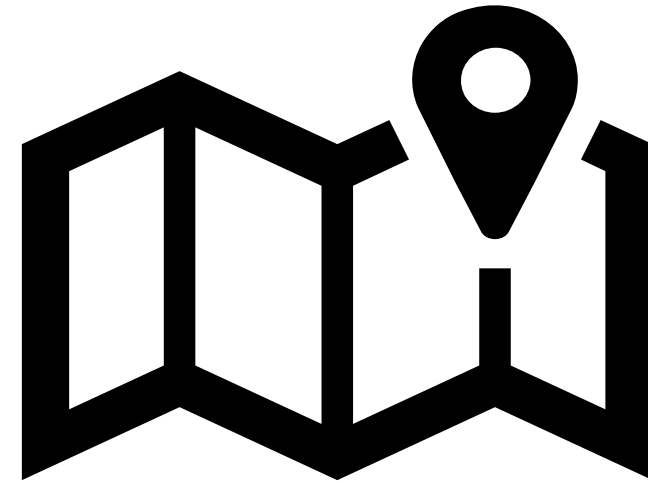
- Primary transition resource for Oklahoma
- Being developed by OMES with digital accessibility support provided by ABLE Tech
- Opportunity to share examples and success stories to help children and youth with disabilities and their families/ support systems have improved transition experiences leading to successful outcomes
- [VCU Center on Transition Innovations](#) or [Transition Tennessee](#)

Professional Development for Educators

- **OSDE Asynchronous Module on OSDE Connect**
- Secondary Transition for Students with Disabilities Introductory Course
- **Regional Trainings**
 - Using Assessment Results to Develop Meaningful Transition Plans (Mild/Mod & Students who Participate in the OK Alternate Assessment Program)
 - Effective Instructional Practices for Teaching Transition Skills to Students Participating in the OAAP
 - Effective Instructional Practices for Teaching Transition Skills

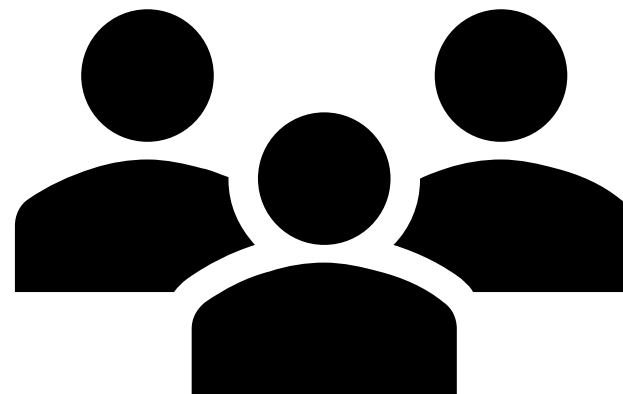
Oklahoma Transition Teaming Guide

- The goal and purpose of the OK Transition Teaming Guide is to provide a roadmap of team decisions to facilitate seamless and effective transition experiences for youth with disabilities, their families, and support systems at local and regional levels.



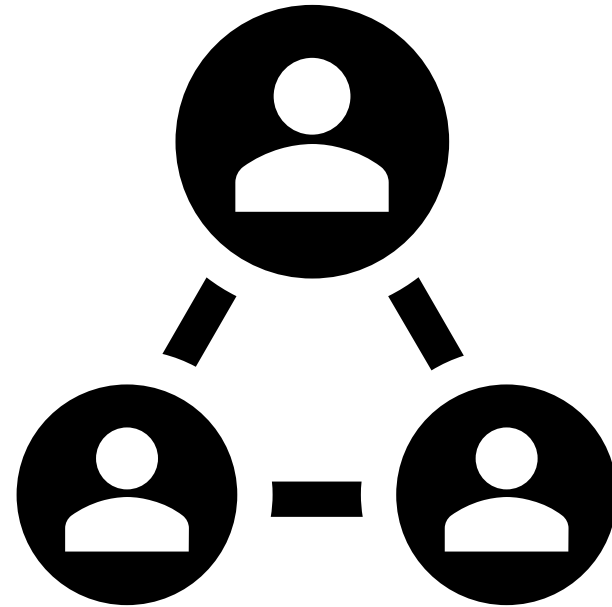
Transition Teaming Guide and Support

- Transition Teaming Guide
 - Recommended procedures for local/regional transition teams
 - Guidance on effective teaming practices
- Stipends and support for local/regional transition teams



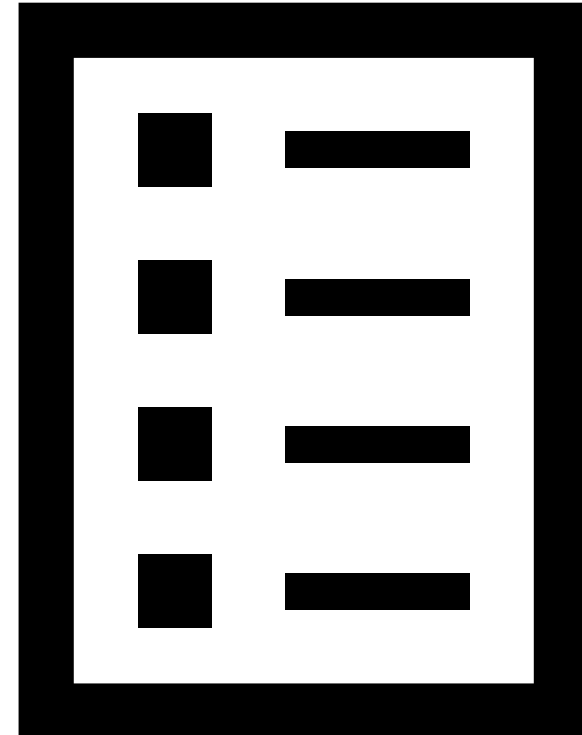
Resource Mapping Guidance

- Guidance on conducting local resource mapping for replication and sustainability



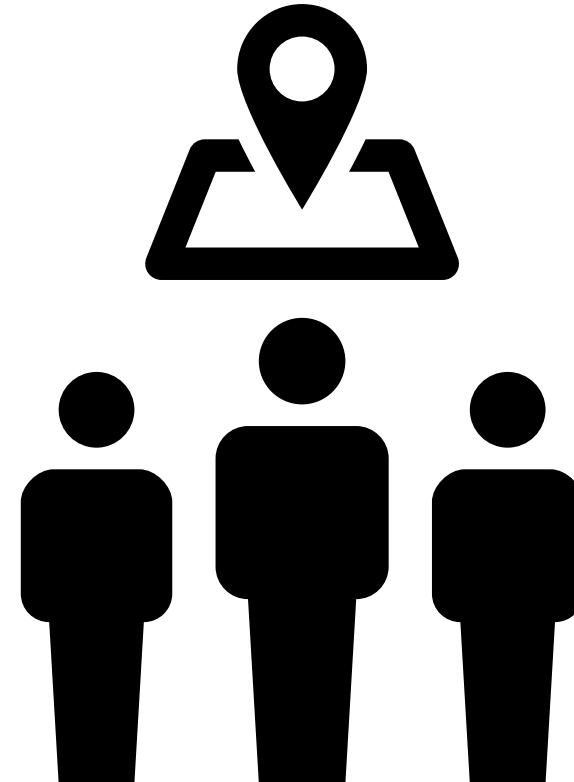
Evaluation Plan

- Shared evaluation plan to identify **high-need** areas in focus areas
 - Students with intellectual disabilities
 - Students in rural areas



Resource Map

- Statewide resource map of transition agencies/services



Initiative 2

Expand access and effectiveness of transition programming, work-based learning and competitive integrated employment (CIE) experiences for students with significant disabilities and students with disabilities in rural, high need settings.

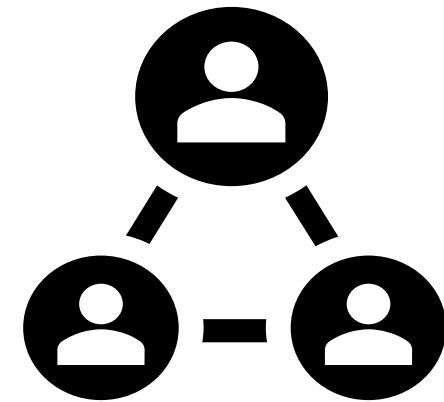
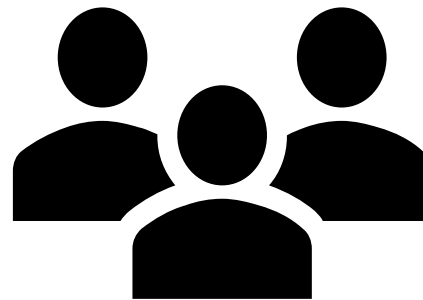
Initiative 2 Activities

OP2P



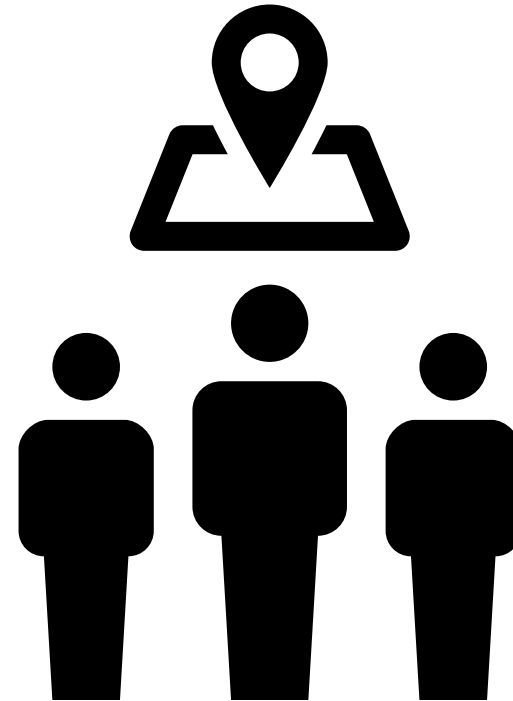
Pilot with a Regional/Local Transition Team

- Using combined partner data to identify high-need areas, pilot the process to audit and collaboratively design and implement cohesive transition programming.
- Pilot area is southeast OK.
- McAlester, Spiro, Panama (LEAs), OK for Ind. Living (CIL), DRS, Pervasive Parenting Center, and many others



Train Local Teams and Schools

- Train local transition teams/local educational agencies and their staff on available local resources and **high-quality programming.**



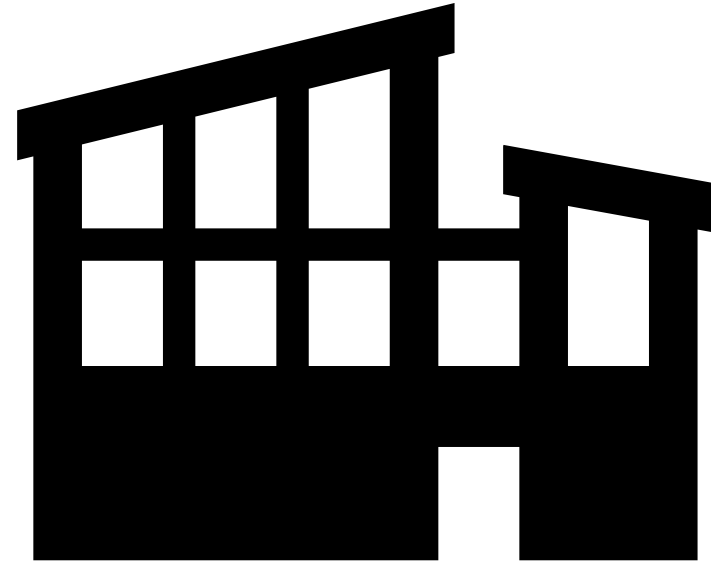
Career Exploration and Work-Based Learning

- Establish new opportunities for transition programming in career exploration and work-based learning.



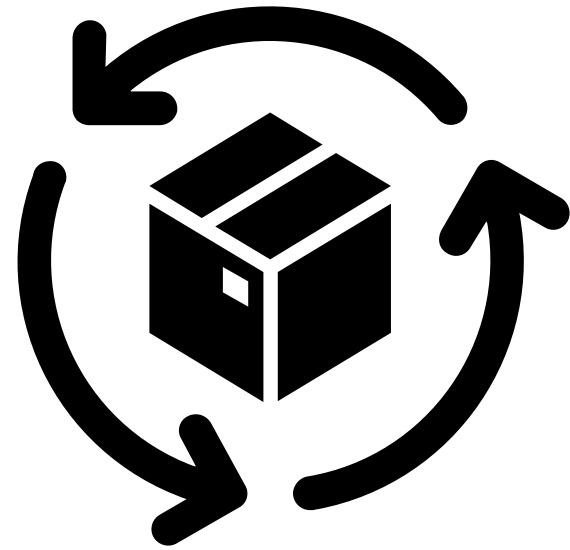
Training for Businesses

- Provide evidence-based professional development (E-B PD) for community businesses to support hiring of students with disabilities.
- This is being done through a Response for Proposal (RFP).



Adjust, Improve, and Replicate the Pilot

- Adjust and improve the process for partner service delivery using Pilot data and replicate this process in another high need area.
- New pilots will be selected through a competitive grant application.



Products

Initiative 2



Sustainable Transition Programs

- Sustainable programs that result in improved student outcomes
 - Education/Training
 - Employment
 - Independent Living/Community Participation
 - Self-Determination/Self-Advocacy



Outcomes at the State Level

- Improved understanding of state and local transition programming
- Gaps in service delivery are identified and remediated
- Improved quality of transition services through training and coaching
- Increased number of SWD served by all partners in local areas and statewide
- New and improved relationships established between different service providers

Outcomes at the State Level - 2

- More seamless system of transition service delivery state-wide
- Improved post-school outcomes for students with disabilities
- **Improved outcomes for SWD, including more entering the workforce and remaining gainfully employed**

Outcomes at the Local Level in Pilot Areas

- Improved skill and knowledge of transition planning in the IEP and the delivery of transition services through training and coaching
- Increased student involvement in the IEP and alignment between the IEP and the IPE (Individual Plan for Employment)
- Increase in the number of students who receive services, including pre-employment transition services and work-based learning

Outcomes at the Local Level in Pilot Areas

- 2

- Increase in community businesses' knowledge of the benefits of hiring individuals with disabilities and how to best support them
- Increase in the number of local business partners
- **Improved outcomes for SWD at the local level, including more entering the workforce and remaining gainfully employed**

OP2P Questions and Answers

- Will all school districts get some of the grant money?
 - Unfortunately, no. We must use data-based decision-making to select pilots based on high need through a competitive grant application.
- How can schools/local areas be selected as a Pilot?
 - Apply through the grant application (will be released by next winter).
 - Must demonstrate an area of high need.
 - Must have buy-in from current and potential future partners.
 - Must be willing to implement the OP2P Transition Framework, Transition Teaming Guide, Resource Mapping, and PD, and all OP2P policies and procedures.
 - Must be willing to participate in all grant evaluation processes.
 - Be motivated, open-minded, strategic, and committed to improving transition services and outcomes for SWD by implementing [Predictors of Post-School Success](#).
 - Must have an innovative idea for career exploration and/or work-based learning.
 - Actively participate on a local/regional transition team.

OP2P Questions and Answers - 2

- Who will receive the sub awards?
 - Department of Rehabilitation Services (DRS), Career Technology Education (CTE), schools, transition teams, businesses, Institutes for Higher Education (IHEs), Centers for Independent Living (CILs), Community-Based Providers (CBP), and Workforce Boards may be eligible to receive sub awards to implement new effective transition services and programs.

Information

- OP2P Information for Directors and Partners
 - Project Narrative
 - Logic Model and Project Design Chart

Additional Questions?



OP2P Contact Information

- Donna Tye-Lewis
- Donna.Tye-Lewis@sde.ok.gov
- Claudia Beckner
- Claudia.Beckner@sde.ok.gov
- Lori Chesnut
- Lori.chesnut@sde.ok.gov

DMS 2.0 Overview

Sherri Coats, Program Director, Special Education Services

Objectives

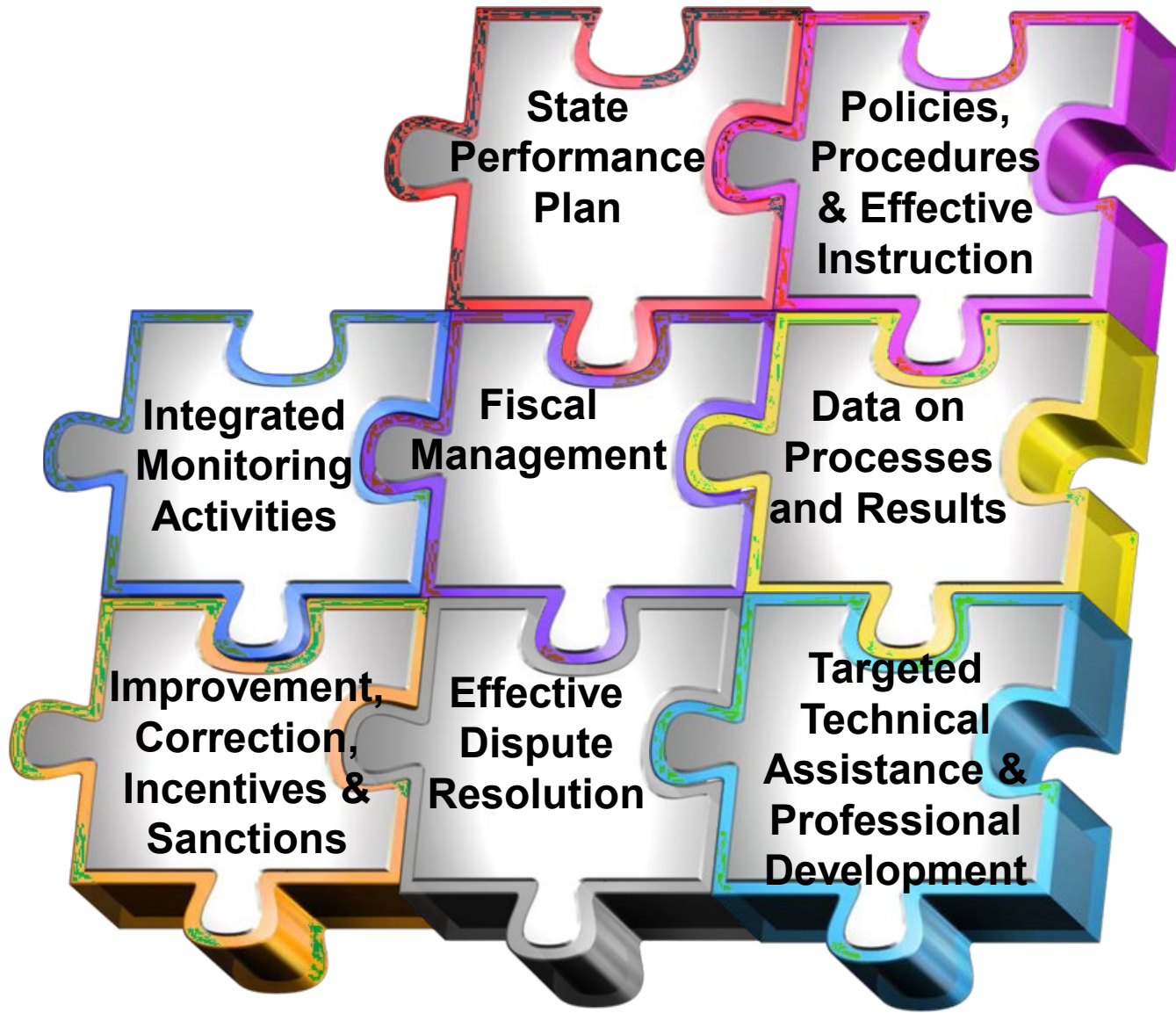
- Review the Process for OSEP's DMS 2.0
- Review Oklahoma's Preparation For DMS 2.0
- Begin Preparing the IDEA-B Panel for their role in Oklahoma's DMS 2.0



OSEP's Differentiated Monitoring System (DMS) 2.0

Beginning in Federal fiscal year (FFY) 2021, Part B and Part C programs in States will be monitored by OSEP in a five-year cycle. OSEP will monitor all States on their general supervision systems.



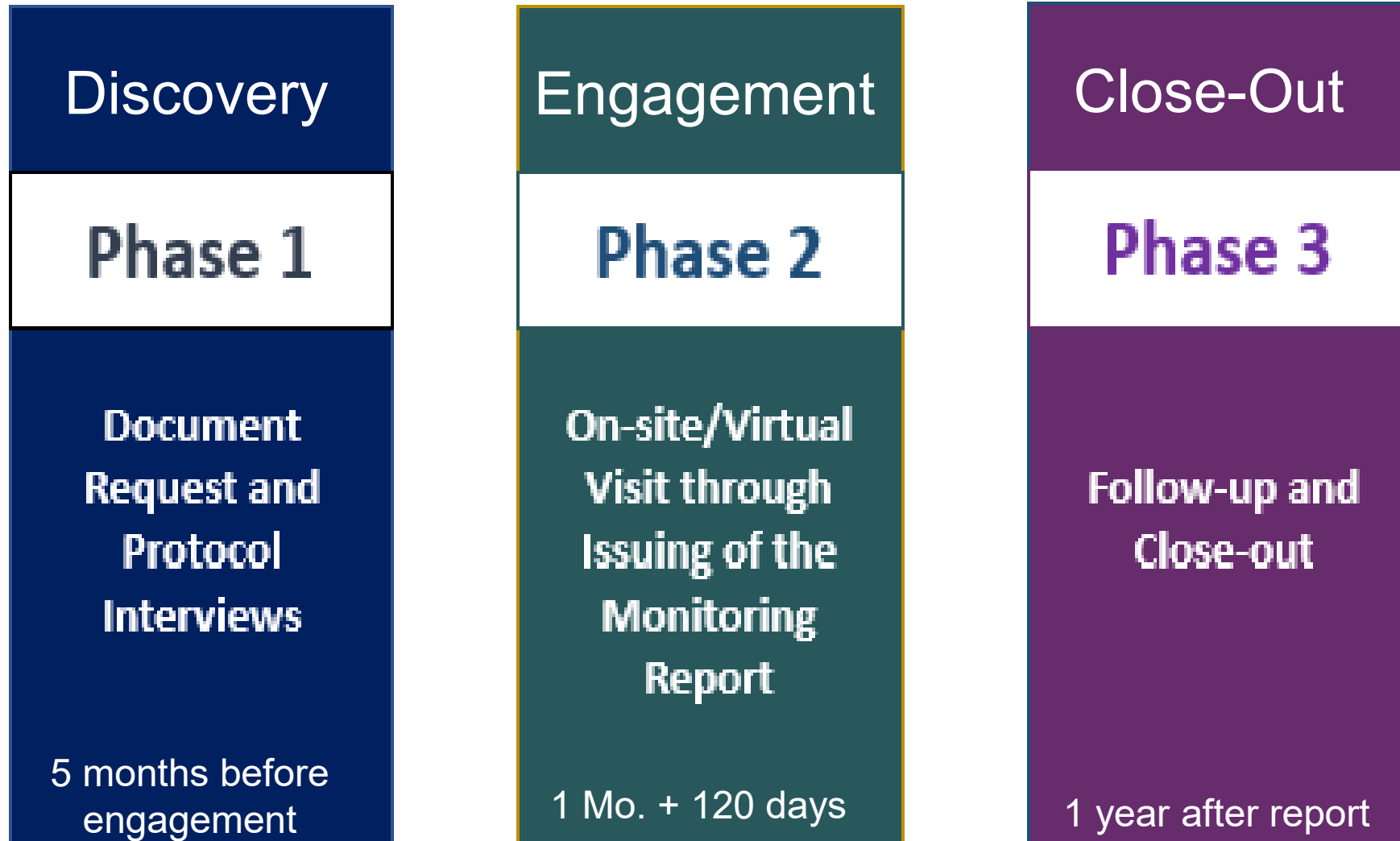


General Supervision System Big 8

Monitoring Cycle

- Cohort 1 will be completed by December 2023
- Cohort 2 will occur between August 2024-January 2025
- Cohort 3 will occur between August 2025-January 2026
- **Cohort 4 will occur between August 2026-January 2027**
- Cohort 5 will occur between August 2027-January 2028

The DMS 2.0 Process



Oklahoma Engagement Likely October/November 2026

Cohort 4 2026-2027	SD-B	SD-C	OK-B	OK-C	AZ-B	AZ-C	IL-B	IL-C
	WY-B	WY-C	OH-B	OH-C	NJ-B	NJ-C	MN-B	MN-C
	NM-B	NM-C	GU-B	GU-C	VI-B	VI-C	NC-B	NC-C
			MP-B	MP-C				

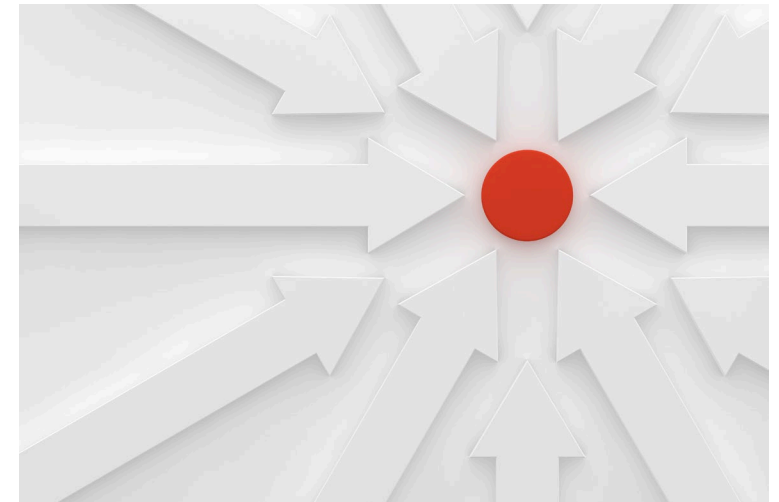
General Supervision System



DMS 2.0 Preparation

Overarching Goals:

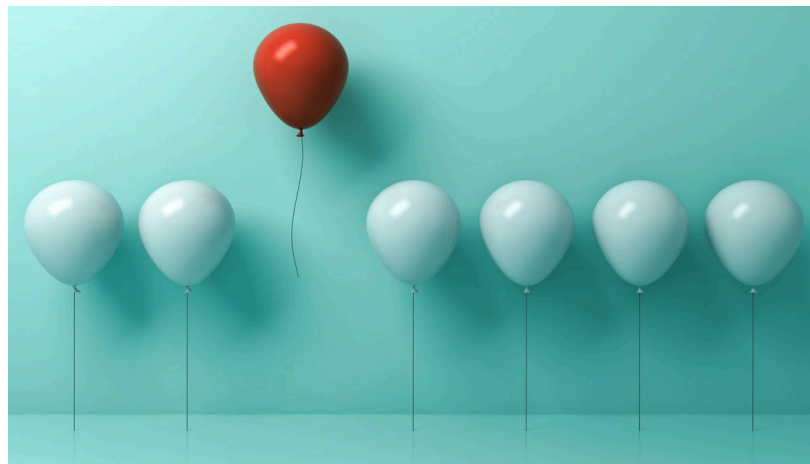
- 1) Explain your General Supervision System and How it Integrates with Each Component (Puzzle Pieces)
- 2) Demonstrate Compliance with IDEA



Explaining your System to OSEP

OSEP differentiates its approach for each State based on the State's **unique strengths, challenges, and needs.**

The DMS Protocols are designed to demonstrate to OSEP your unique general supervision system.



Available Resources

- OSEP Protocols
- OSEP Funded Technical Assistance Centers



DMS 2.0 Protocols = 9

- **Fiscal**
 - Policies and Procedures
- **Data-SPP/APR**
 - Collect Valid/Reliable Data Timely
- **Integrated Monitoring**
 - Identify Non-Compliance
- **Sustaining Compliance**
 - Correct Non-Compliance
- **Dispute Resolution**
 - Designed to Implement DR Requirements



Organization of DMS Protocols

- **Overarching Questions**

D. What are the State requirements regarding the scope of allegations and relief that may be included in a State complaint? [34 C.F.R. § 300.151](#); [34 C.F.R § 303.432](#); [Questions B- 5 through B- 9 of the IDEA Part B Dispute Resolution Q&A \(July 2013\)](#)

- **General Information**

- The State may not refuse to resolve a parent's State complaint challenging a public agency's eligibility determination.
- The State must resolve State complaints alleging that a public agency has not provided FAPE to an individual child or a group of children in accordance with Part B.

- **Possible Follow-up Questions**

- How does the State resolve a State complaint challenging a public agency's eligibility determination?
- How does the State resolve a State complaint that concerns a matter that could also be the subject of a due process complaint?

- **Areas (or issues) for Follow-up**

- The State only resolves complaints filed on behalf of individual children.
- The State limits the remedies a complaint investigator may order (e.g., compensatory services).

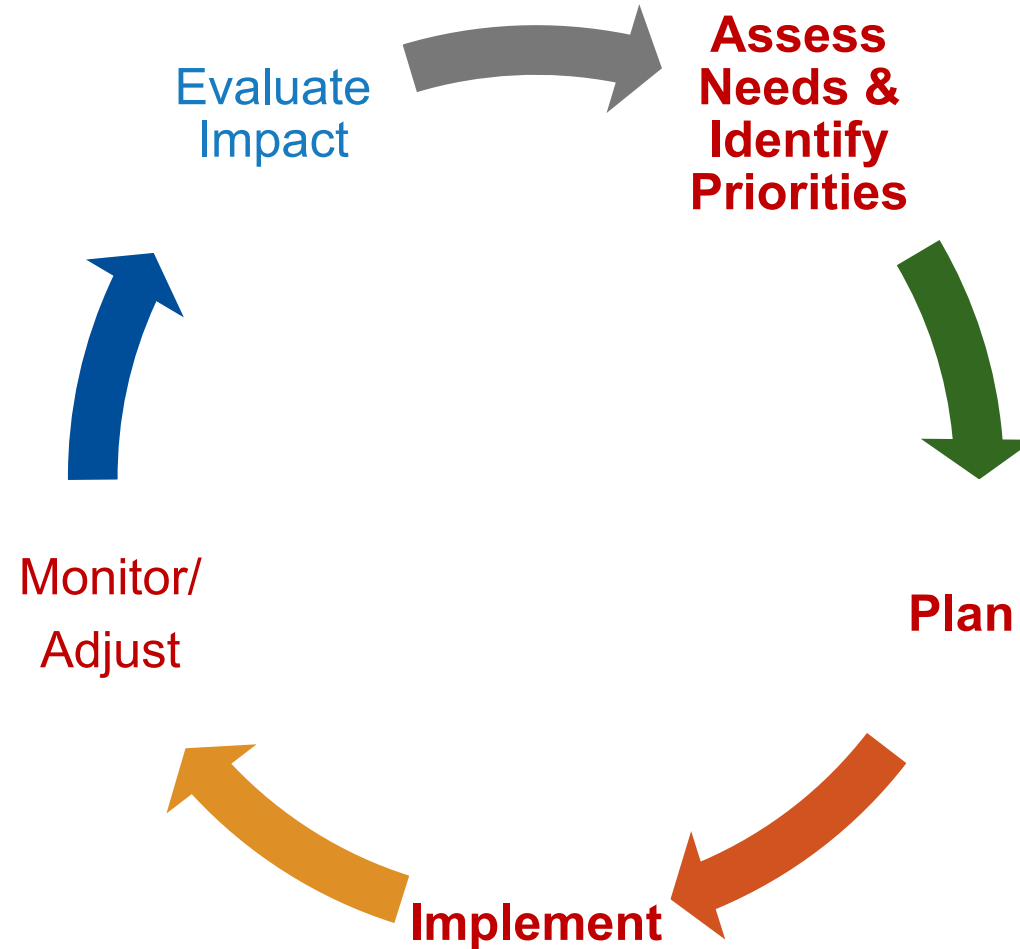
Time Investment

2 hours per week

September – May
2023-2024



System Improvement in Preparation for DMS 2.0



Oklahoma Initial Findings

- Have many strong written procedures and practices
- Have some really great procedures and practices that are not written (yet)
- Need the GSS Manual to include **all** methods of identifying non-compliance, not just monitoring for indicator compliance and credible allegations (i.e. Dispute Resolution, Significant Disproportionality, 1% OAAP Waiver, Fiscal Monitoring)
- Missing cyclical monitoring process for LEAs

Stakeholder Engagement Primary Purpose

- Give stakeholders at the State level an opportunity to provide OSEP with input relating to the effectiveness of the SEA's general supervision system.
- OSEP may solicit additional information from State stakeholders pertaining to any area identified by OSEP for a focused monitoring activity.
- The stakeholder input process will focus on assisting OSEP in identifying States' system-wide issues rather than child-specific issues

Stakeholder Input

- OSEP will gather stakeholder input from
 - State Protection and Advocacy systems (e.g. DHS, ODLC);
 - State Advisory Panels (IDEA B Panel);
 - Local Education Agencies;
 - Parent Training and Information centers (OK Parents Center); and
 - Focus groups of parents of children with disabilities.

Considerations for Stakeholders & Local Education Agencies

- How does the State share information with stakeholders?
- How does the State seek out and incorporate input from stakeholders?



OSDE-SES Contact Information

Sherri Coats, M.Ed.

Program Director, Special Education Services

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(405) 521-3351

Priority Setting

Michelle Keiper, Chair

Panel Priorities

- Family Involvement & Communication
- Behavior Management Training
- Staffing

Priority Setting

- Small Group Discussion
 - Divide into subcommittee workgroups to discuss selected priority.
- Large Group Discussion
 - Share ideas that were generated from small group discussions.

Public Comment

Abby Johnson, Project Manager, Special Education Services

Public Comment Guidelines

- Comments are limited to no more than three minutes per individual or group.
- Comments are to be factual and objective. Avoid using names of students or school staff to maintain confidentiality and privacy standards.
- The input of individuals or groups making public comment will be taken under advisement as the Advisory Panel addresses priority issues.
- Advisory Panel members will listen to, but not address, comments during the public comment section.

Closing

Meeting Schedule

- September 12, 2024
- December 6, 2024