

STATEWIDE TRANSITION COORDINATING COUNCIL MEETING

Monday, Nov. 7, 2005 10:00-2:00

CREC 5 Office, 5321-A Menaul, NE, Albuquerque

PRESENT: James Alarid, Ginger Blalock, Sandy Bowman, Karen Chism, Vickie Chapman, Gary Cozzens, Sue Gronewold, Doris Husted, Cecilia Lopez, Denise McGhee, Michael O'Brien

MEETING MINUTES

✦ Welcomes and Introductions

News:

- ✦ Doris is chairing the IDEA Panel***
- ✦ Vickie reported cuts in Rehabilitation Services due to hurricanes; will be submitting proposals***
- ✦ Cecilia started 2 weeks ago at NMPED as Corrections Reentry Coordinator for Education – she'll be helping a great deal with behavioral health services efforts for PED, working closely with CYFD JJS***
- ✦ Denise started in July – 80 students in Occupational Training Program; 30 degree-seeking students receiving accommodations***
- ✦ Karen reported successful completion of the national DCDT conference, management of sliver grant for REC IX districts, training for Student Leadership/Self-Advocacy Project in southern NM***
- ✦ Michael started in August at NM Highlands, coordinating the Vocational Rehabilitation Counselor Program; was state VR director in Washington and was a field-based VR counselor for many years; just finished writing document on consumer groups and their contributions to the public VR program; looking to grow NMHU program and seek fellowships as well as support state VR program's growth. Now have 16 full-time students in the program – seeking 30 students (15 new/year) and new fellowships. Special Education MA Program at NMHU counts Rehab as a minor option.***
- ✦ Sandy shared concerns that school staff can earn Rehabilitation Counseling licensure (for the schools) with a variety***

- ✦ Approval of Minutes from Last Meeting (March 8, 2005 in Las Vegas) – motion by Gary , second by Doris, approved by all***

✦ ***Approval of Agenda*** – unanimously approved

✦ ***National Leadership Summit (June 05) Action Plan Update for State Transition Priorities***

- 1) One priority is to report required data to OSEP for those 16 years and older = measurable postschool goals and postschool exit data
- 2) Resource mapping = training with both STCC and Cadre – Richard McCorkle likely consultant
- 3) NASET Standards = GB get copies for all (***Marie ordered; coming free***)
- 4) Followup regional TAP workshops – how to support them in creating further meetings/collaborations? Some groups (eg., districts in the SW like Gadsden) are developing interagency agreements. The MOUs with action plans may be the systematic structure the local communities need, with guidance/support as needed. Will need regular followup and support. Rehabilitation counselors in the schools may be a key person to assist with that, but few districts have that licensed person – about 20 districts have folks with this license.

Gary – lessons learned: has to be a partnership at the local level, not top down – 66 of 89 districts created MOUs. Finding some way to get local facilitators (whether school- or other-based) out in the communities is key. State agencies are working hard to be more accessible and partnering, to help schools gain information needed to use them appropriately. Even more critical now to partner, given impending budget cuts.

Mike – why should folks collaborate? VR: Easier management of clients, more successful closures, spread dollars among more players. LEAs: DD agencies: similar benefits

Karen Chism describe the role of the Rehab Counselor in the school, connecting with other agency, working with students on connecting with other agencies, training teachers. Jim stated that the role of the Rehab counselor has not been defined. Principals and SE directors define the role of the counselor and therefore create different job duties.

RECOMMENDATIONS: Michael take lead on defining scope of VR counselor role – need to make it available to families. Connection with other agencies also!

STCC take lead in followup support of regional transition partners moving forward on collaborating. Issue is identifying key facilitator at local level. Turnover of staff is the biggest barrier. Directors of the agencies should be supportive of staff who are charged with transition.

Many students are opting out of school prior to 21 and transitioning to nothing. Vicky stated if more districts had ACCESS programs more students would stay in school.

Senate Bill 9 mandates VR counselor at every IEP meeting; someone from state level WIA needs to be at the table. Lenton Malry proposed for STCC membership. Also suggested Herb Greenwall from DOL.

GB needs to send letter to non-attendees re intent!

CYFD has many departments such as Children's Protective Services – need their membership here (focused on foster care youth). Denise Koscielniak will sign letters offering membership.

Need to inquire re **AHEAD issues** on each agenda.

✚ ***Children's Cabinet Meeting Update***

Saturday's Town Hall >> Big message – schools not making families feel welcome. Focused monitoring process has restricted family participation as well. Sandy echoed the rush of typical IEP meetings, causing her to need to educate youth and families about their options. She's been doing IEPs for 4 years and has seen TWO youth run their own IEP meetings. Much of the Town Hall conversation focused on early childhood issues. Claire Dudley of the Lieutenant Governor's Office just responded that she will speak to Lt. Gov. Denish about **STCC presenting to the Children's Cabinet, probably at their January meeting.**

✚ ***Updates from Member Agencies re Transition-Related Accomplishments***

Denise: Senior Day coming up March 3, for youth/families interested in the Occupational Programs – will include transition overview, services available, tours of campus, etc. Their program requires a vocational evaluation (which few LEAs are equipped to do).

Michael offered to help those who wish to, to become certified nationally in vocational evaluation.

Vickie is writing for additional funds to expand/improve vocational assessments.

Doris reported being in year 2 of grant on transition to adult life, running program in Anthony with Spanish-speaking advocate/self-advocate there. One outcome will be identification/generation of Spanish language resources to assist youth/families, for a traveling resource center. They will make a presentation to the group at a later date.

Ginny reported work to identify youth in state custody who may be eligible for waiver services; their social workers change so frequently that kids easily get lost – can't find them. Trying to identify kids by mid school so they can track them through the system. LTSD has also been doing transition fairs, using their family-friendly resources – also in concert with PRO. Prepared a publication to guide families through funding application process. Meeting with tribal groups to inform re waiver & steps. Invited to many parent meetings, usually sponsored by schools, which has led to creation of a standard PPT slide show to use statewide. DOH LTSD will begin doing level of care determination with the rewrite of the new waiver,

which will involve lots of training statewide. Moving to DOH state level reviewers as 3rd party assessors (rather than case managers) to avoid conflicts of interest (debatable, since state is still the funder). DOH also redistricting to make more feasible staffing patterns.

Sandy reported on Manzano's regular parent information meetings that inform families re transition options and resources. APS also holds an annual *Adult Transition Fair* that offers training for school staff, students, and families as well as adult agencies, higher education, and employment connection.

Sue described 3 major projects in the Special Education Bureau. (1) Residential treatment centers – identifying which districts have MOUs with their area RTCs for service provision; state border issues complicate the situation (need an MOU between states). (2) Corrections Reentry and CYFD JJS transition issues – either back to schools or into community – many barriers still exist. This year the state-supported schools will undergo focused monitoring. (3) Pathways rule changes became effective this year. Now 46% of our students with IEPs graduate on Standard Pathway – needs to be 80%+ on Standard, 10-15% on Career Readiness. We've reported our stats mistakenly in the past, so the drop seems significant. LRE placements affect these stats significantly.

Ginger reported that the Cadre email connections are working, their first meeting was the DCDT national conference, and their first regular meeting will be Dec. 8-9 in Farmington, with Dr. James Martin teaching re age-appropriate transition assessment, student-led assessments, and assessment of self-determination skills. DDPC was thanked for funding youth and family scholarships for the DCDT conference!

Jim and Ginny reported on the Las Vegas Transition Fair (which included several districts' students and teachers) Oct. 19, which the local school and agency staff continue to grow and improve.

🚩 *Outcomes Data (and Data Collection) of Special Education Exiters*

UNM Institute for Public Policy is currently working on followup of a random sample of 2003 and 2004. Simultaneously, REC 4 has completed a followup survey of 2003 exiters in concert with surveys with general education students. Sue shared some of the data highlights (eg., very different rates of postsecondary ed participation between general and special ed students, but same rate of employment, differing levels of work experience during high school). REC 4 created a database and is analyzing costs statewide to see how RECs could support the followup surveys. The instrument was shared, with some suggestions for eliminating a few items. The State Performance Plan (SPP) and the APR (annual performance report) required by OSEP annually really put more pressure for quality transition services, in contrast to just doing the minimum. We now must monitor the #/percentage of IEPs with measurable postschool goals.

Concern about just monitoring the presence of these goals in IEPs – doesn't tell anything about actual experiences or outcomes. Followup surveys give some info, but in-school or exit surveys would give better data about their educational experiences than one year out (if we could get resources to do these additional surveys).
We must survey ALL exiters with IEPs, including dropouts (based on 40th day count).

- ✦ ***New Secondary/Transition Technical Assistance Center***

See handout – this is the new national TA center, taking the place of NCSET. New Mexico's model serves as a catalyst for systems change in other states. Colorado, Arkansas, and Oklahoma are participating this year. [Interested in helping other states: Karen]

- ✦ ***Update on Student Leadership/Self-Advocacy Project***

Project (4th year of DDPC's funding of this initiative) is in heavy progress at this time, with a targeted end date of December (with a possible extension).

- ✦ ***Rehab Counseling Licensure in the Schools***

Clarified issues that distinguish IDEA-funded rehabilitation counselor services versus those provided by DVR.

- ✦ ***Set Agenda for Dec. 5 Meeting in Santa Fe***

- ✦ Legislative items – STCC back in statute – who can present?
Pete Campos, Hector Valdez?

- ✦ Mock summary of performance form

- ✦ Update on progress on recommended actions