Overviews and Summaries

State Team Planning Activities

Building State Capacity to Address
Critical Issues in Deaf Education:
Transition from Secondary
to Postsecondary Options

2011 - 2016
The overall goal of the *Building State Capacity Summit* series was to enhance successful outcomes for students leaving high school, whether it is matriculation in a postsecondary education or training program, or employment. Young adults who are deaf or hard or hearing face barriers that inhibit these successful outcomes. One way to mitigate these barriers is by effecting positive change in the way services are provided. The Summit offered information geared toward changing practice, and assisted state teams in creating change within their states. These changes might be reflected in service delivery, policy development and implementation, or methods for cross-system collaboration and coordination of efforts.

At the conclusion of the Summit series, pepnet 2 expected each state team to report/demonstrate one clearly-identified (tangible) change practice that occurred within their state, institution, or stakeholder group as a result of participating in the Summit series. The information included in this document provides a snapshot of each team’s goals and plans, as well as some initial reports of progress made toward achieving their goal. At the end of the Summit series, each team developed a “next steps” plan that could be used to continue their work toward their goals. As described in the *Retrospective*, it is pepnet 2’s sincere hope that the Summit experience provided state teams not only with an opportunity to address transition issues, but also provided a strong foundation for continued growth and improvement. The partnerships that were forged during the Summit series have the potential to have an impact far beyond this initiative.
Alabama  Nebraksa
Alaska   Nevada
Arizona  New Hampshire
Arkansas New Jersey
California New Mexico
Colorado New York
Connecticut North Carolina
Delaware North Dakota
District of Columbia Ohio
Florida Oklahoma
Georgia Oregon
Idaho Pennsylvania
Illinois Rhode Island
Indiana South Carolina
Iowa South Dakota
Kansas Tennessee
Kentucky Texas
Louisiana Utah
Maine Vermont
Maryland Virginia
Massachusetts Washington
Michigan West Virginia
Minnesota Wisconsin
Mississippi Wyoming
Missouri Caribbean Islands
Montana Pacific Rim Islands
Alabama State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Youth Activity

Summary: The state of Alabama’s goal is to better prepare students who are deaf or hard of hearing to become self-advocates who actively plan for life after high school. To that end, the state intends to develop a successful transition model that engages students and their parents in a number of strategies, including: 1) developing a systematic way to identify deaf and hard of hearing students; 2) creating activities that educate and empower parents; and 3) creating and promoting opportunities for students to develop soft skills and self-advocacy skills. By June 2016, Alabama will have a systematic way of identifying students who are deaf or hard of hearing from infancy to age 22. They will have also identified 100 percent of those students that receive special education, 504, or PST services.

Activities through January 2015:
- Focused on the creation of relationships with key players and building a network surrounding them.
- Made the state team available for state level meetings, publicizing the state team’s agenda.
- Held structured meetings focused on the state team’s goals.

Outputs, as of September 2016:
In 2014, we had about 35 students apply for summer camps. In 2016, we had over 100 applications for our summer camps. We increased the number of summer camps from 3 to 5 which included a STEM camp and an ACT camp where students took the actual test at the end. In 2015, 75 parents participated in transition meetings around the state. 2017 will be our 4th consecutive year with a track of deaf/hh related workshops at the state Transition Conference that hosts 900+ participants from school systems around the state. We are reaching more mainstream students and families than ever before.
Alabama Team Members and Roles

Bedarius Bell                  VR Statewide Coordinator of the Deaf (SCD)
Robbie Stewart                Parent
Kim Moates                    Regional or Local Educational Program Educator
Cayla Lackey                  Transition Services Staff
Vera Hendrix                  State Educational Consultant
Team lead contact information: Bedarius.Bell@rehab.alabama.gov

Information about Alabama

• Area / Square Miles: 50,645.33
• Population: 4,779,736
• School Districts: 133
• DHH Children ages 14-21: 383

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing
** Data obtained from US Census, 2010 retrieved February 9, 2015
Alaska State Plan Overview

Taxonomy Category: Student Development

Type of Project: Youth Activity

Summary: The state of Alaska’s goal is to provide students who are deaf or hard of hearing with the resources and information they need by helping them develop self-confidence and self-advocacy skills within their community as well as their post-secondary educational or vocational settings. In Fall 2016, as a result of attending a Weekend Transition Retreat, 35 Deaf and Hard of Hearing young adults will demonstrate an understanding of the importance of developing self-determination and self-advocacy for post-high school. They will demonstrate knowledge in using resources and in the importance of education and employment options for the future.

Activities through January 2015:
- Created a strong core team representing state agencies in Alaska
- Explored possible venues and funding opportunities to achieve goal
Alaska Team Members and Roles

Alaska Team -- Summit 2015 participants

Courtney Westmann
Appointee
Sharon Miranda
Community Based Agency Staff
Christie Westmann
Transition Services Teacher
Mahala Slone
VR Statewide Coordinator of the Deaf (SCD)
Tabatha Adams
Parent
Team lead contact information: westmann_courtney@asdk12.org

Information about Alaska

- Area / Square Miles: 570,640.95
- Population: 710,231
- School Districts: 53
- DHH Children Ages 14-21: 59

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Courtney Westmann</td>
<td><a href="mailto:Westmann_courtney@asdk12.org">Westmann_courtney@asdk12.org</a></td>
</tr>
</tbody>
</table>

X. Current Team

Members since 2012

Representing:
- Courtney Westmann – Deaf Education Board – Chair
- Christie Westmann – AKSD (Alaska State School for Deaf) Teacher
- Sharon Miranda – Community Provider
- Mahala Coker – Vocational Rehabilitation Counselor and Statewide Coordinator for the Deaf, HH and Deaf Blind

Taxonomy Area: Student Development

Goal:
Our goal is to increase deaf and hard of hearing students’ knowledge, to improve their skills and attitudes as they relate to transition resources, to provide career and job training, to educate about access/accommodations and provide other essential services.

Primary Activities:
1) Transition Readiness class
2) DVR
3) Community Resources
4) Rural/Isolations in Alaska

Factors that Aided in Achievement or Success:
We have support from Alaska State School for Deaf and Hard of Hearing
We have determined to book a campground for the camp.

Barriers:
Coordinating our schedules this year has been proved more difficult, than the previous year. Due to Alaska being geographically isolated, it is difficult to find funding for students to be flown to Anchorage, as well as, providing chaperones. Out-of-district schools approval is also a barrier. Parental involvement has also been a challenge. Currently, the governor of Alaska has put a hold on state funds.

Outputs to Date:
1) The team will create flyers; contact agencies—regarding funding, participation, and support; develop permission forms.
2) The team is in process of reserving the location for the Transition Camp.

Outcomes to Date:
Team is in the process of developing the logistics.

Sustainability:
The team will continue to meet monthly. The Transition Camp will be an annual event. Ann Curry, Director of AKSD, will be in contact with Rural areas and their schools.

Impact:
The fall of 2016 will be the first time that Transition Camp will be held. Our primary goal is that the camp will make a significant impact on students. Most rural students do not have immediate access to resources related to Deaf and Hard of Hearing individuals. Transition Camp will allow them to learn self-advocacy skills and self-determination.
Our goal is to increase deaf and hard of hearing students' knowledge, to improve their skills and attitudes as they relate to transition resources, to provide career and job training, to educate about access/accommodations and provide other essential services.

Our Greatest Barrier (Overcame? Solution)

Coordinating our schedules this year has proved more difficult than the previous year. Due to Alaska being geographically isolated, it is difficult to find funding for students to be flown to Anchorage, as well as providing chaperones. Out-of-district schools' approval is also a barrier. Parental involvement has also been a challenge. Currently, the governor of Alaska has put a hold on state funds.

Our Best Outputs

- The team will create flyers; contact agencies regarding funding, participation, and support; develop permission forms.
- The team is in process of reserving the location for the Transition Camp.

Outcome

Team is in the process of developing the logistics.

<table>
<thead>
<tr>
<th>Alaska Team Poster</th>
<th>Student Development</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
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Arizona State Plan Overview

**Targeted Taxonomy Area:** Interagency Collaboration

**Type of Project:** Interagency Data Sharing

**Summary:** Arizona's overall goal statement is by September 2016 to develop a statewide network of invested stakeholders of service providers to assist with a smooth transition from secondary education to adult services and eventual independence.

**Primary Activities:** Develop IGAs/MOUs/Data Sharing agreements between key stakeholders to allow for data sharing and unique identifier number sharing protocol from agency to agency to bridge transition points in services. This would also provide a longitudinal look at deaf and hard of hearing students throughout their life in the educational and adult services systems.

**Outcomes to Date:**
- Development of Transition-aged, DHH-specific job fairs
- Collaborative events and community outreach between community and agency partners (*Employer Lunch and Learn* workshops, Mock interview events, partnerships with WIOA stakeholders, and DHH assistive technology-focused workshops)
- With the development of a data-sharing agreement with ASDB (the agency), we will have located 95% or more of the DHH students across Arizona currently within the education system.
- We've modified our original goal and now will utilize databases/electronic case file systems currently in use and bridge the information from agency to agency via developing a "unique identifying number" sharing protocol between agencies.

**Arizona Showcase Video:** Members from the Arizona team are featured in a state showcase video, describing their experiences as a group, reflecting on the changes that were occurring in Arizona as a result of their partnerships, and identifying any lessons learned through the process.

[http://www.csun.edu/ncod/pepnet2](http://www.csun.edu/ncod/pepnet2)
Arizona Team Members and Roles

Sue Kay Kneifel  VR Statewide Coordinator of the Deaf (SCD)
Kathryn Kreimeyer  Personnel Preparation Program Faculty
Shelley Herbold  Parent
Angela Denning  ASDB Representative
Sherri Collins  Community-based Agency Staff
Team lead contact information:  skneifel@azdes.gov

Information about Arizona

- Area / Square Miles: 113,594.08
- Population: 6,392,017
- Local Education Agencies (LEA): 72
  - Traditional Districts: 299
  - Charters: 426
- DHH Children ages 14-21: 508
- Total adults aged 20+ with hearing loss: 1,145,166

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
Arizona Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
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<tr>
<td></td>
<td>Sue Kay Kneifel</td>
<td><a href="mailto:skneifel@azdes.gov">skneifel@azdes.gov</a></td>
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</tbody>
</table>

Representing:
Sherri Collins, AZ Commission for the Deaf and Hard of Hearing, s.collins@acdhh.az.gov
Sue Kay Kneifel, AZ Rehabilitation Services Administration, skneifel@azdes.gov
Angela Denning, AZ School for the Deaf and the Blind, angela.denning2@asdb.az.gov
Shelley Herbold, Parent Representative, shelleycdi@gmail.com
Kathryn Kreimeyer, Teacher preparation program at the University of Arizona, kreimeye@email.arizona.edu

<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Interagency Collaboration</th>
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</table>

Goal:
Arizona’s overall goal statement is to develop a statewide network of invested stakeholders of service providers to assist with a smooth transition from secondary education to adult services and eventually independence.

Primary Activities:
Develop IGAs/MOUs between key stakeholders to allow for data sharing and unique identifier number sharing protocol from agency to agency to bridge transition points in services. This would also provide a longitudinal look at DHH students throughout their life in the educational and adult services systems.

Factors that Aided in Achievement or Success:
1) Identifying key stakeholders
2) Identifying the “movers & shakers” that will be key in developing the IGAs and/or MOUs and have the authority to approve the agreements developed.

Barriers:
1) Change in political leadership
2) Change in governing agency leadership and mission/direction
3) Turnover in State team participants
4) Identifying all the layers of approval needed
5) Identifying overlap within each agency to avoid duplication or having to “reinvent the wheel” (i.e. Impact of WIOA, what IGAs/MOUs are already in place with what agencies, etc.)

Outputs to Date:
“Happy Accidents” to date:
1) Development of Transition aged, DHH specific job fairs
2) Collaborative events and community outreach between community and agency partners (Employer Lunch and Learn workshops, Mock interview events, partnering on adult job fairs with the One-stops in the community)

Outcomes to Date:
We’ve identified the number of DHH students across AZ currently within the education system. We’ve modified our original goal to utilize databases currently in use and bridge the information from agency to agency via developing a “unique identifying number” sharing protocol between agencies.

Sustainability:
Once we have the IGAs/MOUs in place – and a protocol rolled out – sustainability should not be an issue. The protocol would become the standard for service provision within each agency.

Impact:
This could be replicated across disability groups between Educational and Adult service providers which would reduce gaps in services, and provide agencies the ability to predict and budget service costs for better agency fiscal planning short and long term.
### Arizona Team Information (2012–2016)

**Poster Displayed at the 2016 Summit**

**Interagency Collaboration**

**Goal:** Arizona’s overall goal statement is to develop a statewide network of invested stakeholders to assist with a smooth transition from secondary education to adult services and eventually independence.

**Our Greatest Barrier:**


- Identifying where the systems interface and where we need to bridge the potential gaps. We also need to have people with decision making authority at the table. We have buy in— but need those in charge to participate to keep the wheels of the project moving.

- We’ve modified our original goal to use what is currently in place in each system and create IGAs and/or MOUs to work between the systems.

**Our Best Outputs:**

Increased interagency collaboration

Increased partnerships, outreach and collaboration for enhanced services to DHH participants and improved community education to potential employers and other providers with limited understanding of this constituency.

**Outcome:**

No silos—no islands.

- Work in progress:

  Instead of just focusing on change at the end of a student’s educational journey, we have expanded to include Part C and Part B transition points as well. Ideally, using the unique identifying number given when a child is identified or begins early intervention services and that number would then follow the child through their completion of adult services and into employment.

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</tr>
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<td><strong>Outcome:</strong></td>
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Arkansas State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Youth Activity

Summary: The state of Arkansas’s goal is to increase awareness and collaboration of and among agencies, families, and deaf and hard of hearing students to better prepare them for successful transition from high school to the next phases of their lives. To accomplish this goal, the team is implementing strategies that increase students’ knowledge and skills as they relate to transition resources, career, and job training, access/accommodations, and other essential services.

Activities through January 2016:
- Developed a presentation for AITP meeting to share information and gain support
- Disseminated an initial survey to LEAs to identify DHH students in school districts
- Developed a survey and incorporated another Family Transition Survey that was sent to parents of the students identified through the LEAs
- Currently conducting follow-up with parents to provide needed transition services
Arkansas Team Members and Roles

Arkansas Team -- Summit 2015 participants

Rick Porter
Educational Administrator

Jana Villemez
State Educational Consultant

Edwin Mitchell
Vocational Rehabilitation Counselor (RCD)

Amy Wilson
Parent

Bonnie Boaz
Transition Services Staff

Team lead contact information: rickp@ask.k12.ar.us

Information about Arkansas

- Area / Square Miles: 52,035.48
- Population: 2,915,918
- School Districts: 239
- DHH Children Ages 14-21: 325

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## Arkansas Team Summary - 2016

### About this State Team

<table>
<thead>
<tr>
<th>Current Team Members since 2012</th>
<th>Representing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Members</td>
<td>Arkansas School for the Deaf, Arkansas Transition Services, Children and Youth with Sensory Impairments (CAYSI), Parent of Student who is deaf, Vocational Rehabilitation Counselor, ARS</td>
</tr>
</tbody>
</table>

### Taxonomy Area:

Interagency Collaboration

### Goal:

To increase awareness and collaboration of and among agencies, families and deaf and hard of hearing students to better prepare them for successful transition from high school to the next phases of their lives by increasing their knowledge and skills as they relate to transition resources, career and job training, access/accommodations and other essential services.

### Primary Activities:

1. Team will share plan with the General membership meeting of AITP to inform and receive feedback and ideas.
2. Initial LEA survey of identification of deaf/hh students in their districts will be sent out.

### Factors that Aided in Achievement or Success:

1. We had great cooperation by the Department of Education, Special Education Unit, IDEA Data and Management Office for AR, and AR Transition Consultants. The Special Education Unit is very supportive of our efforts.
2. We had fairly good cooperation of LEAs in answering our initial survey to identify students who are deaf/hard of hearing in their districts.
3. We used Google Forms/Docs/Drive, which helped us keep everything organized and in one place for all team members to access.

### Barriers:

It is very hard for our team to find time to get together to discuss planning efforts, which often requires extra effort to ensure we stay on track and that all are aware and in agreement with tasks. It's also difficult to get a large number of districts to respond to the survey.

### Outputs to Date:

1. We developed a presentation for the AITP meeting to share information and gain support. We also developed an initial survey to identify d/hh students in districts and got responses.
2. We developed our own survey, as well as incorporated another Family Transition Survey and sent to parents of those students identified.
3. We are currently following up with those parents to provide needed transition resources.

### Outcomes to Date:

1. We reached approximately 20 service providers through our presentation at the AITP meeting.
2. We informed approximately 250 Special Education Supervisors of our team's goals to provide more resources to students identified as deaf/hard of hearing. We surveyed 40 parents of deaf/hard of hearing students. Eight surveys have been completed to date.

### Sustainability:

We will be able to survey special education supervisors annually and provide the follow up to survey parents of students who are deaf/hard of hearing on an annual basis. Arkansas Transition Services will be able to then review the completed surveys and with the Pepnet team as appropriate provide any needed services to those parents and students. We are currently working on setting up a page on the Arkansas School for the Deaf's website to house multiple transition resources, including the Arkansas Transition Resource Guide developed by the AITP.
Impact:

1) The feedback we received from the Arkansas Interagency Transition Partnership was positive and encouraging as they saw the need to make stronger connections with students identified as deaf/hard of hearing and their families.
2) The quick responses of many special education supervisors to provide family contact information was seen as a positive. Some expressed that they were glad we were making sure that these students will be asked about additional transition resource needs.
3) Hopefully greater impact will be measured as we get more completed surveys from families and are able to work with them and their school districts. We also hope to impact more students and their families by hosting a "hub of resources" specifically for them on the Arkansas School for the Deaf's website.

Poster Displayed at the 2016 Summit

<table>
<thead>
<tr>
<th>Arkansas Team Poster</th>
<th>Interagency Collaboration</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To increase awareness and collaboration of and among agencies, families, and deaf and hard of hearing students to better prepare them for successful transition from high school to the next phases of their lives by increasing their knowledge and skills as they relate to transition resources, career and job training, access/ accommodations, and other essential services.</td>
</tr>
</tbody>
</table>
# Our Greatest Barrier: (Overcame? Solution)
- Team Meeting Time
- Survey Response Feedback – attempted three times and got more responses.
- Hispanic families needed translation of surveys – currently working on translated forms.

## Our Best Outputs:
District and Family Surveys:
We sent an initial survey, developed our own survey, and incorporated another Family Transition Survey and sent to parents of those students identified. We are currently following up with those parents to provide needed transition resource.

## Outcome:
- We reached approximately 20 service providers through our presentation at the AITP meeting.
- We informed approximately 250 Special Education Supervisors of our team’s goals for students who are deaf/ hard of hearing.
- We surveyed 40 parents of deaf/ hard of hearing students. Eight surveys have been completed.
- We are hopefully reaching other parents who use the Parent Transition Survey through our website.
- Our Parent team member has taken several opportunities to speak to parents and educators (current and future) about the importance of transition.
California State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Website

Summary: The state of California’s goal is to assist individuals who are Deaf or Hard of Hearing, including those who are non-college-bound, to achieve employment and independence. To accomplish this goal, the team will focus on 1) developing a website of transition tools for the students, 2) training districts and spreading the use of the standardized statewide Special Education Local Plan Area (SELPA) ITP form to be used by the students and their school teams, and 3) eventually establishing a vocational training center designed for Deaf and Hard of Hearing individuals. By June, 2016, California will have developed the Best Practices website, as well as a standardized ITP form in use by a number of schools.

Activities through January 2015:
- Built and launched a website supporting the state team’s goals.
- Created a state form for stakeholders.
- Held structured meetings focusing on the state team’s goals.
California Team Members and Roles

California Team -- Summit 2015 participants

Nancy Sager  
State Education Consultant

Cynthia Sandoval  
Parent

Elena Gomez  
VR Administrator

Dana Brittingham  
Postsecondary Education Program Staff

Shelly Gravatt  
Educational Administrator

Team lead contact information: nsager@cde.ca.gov

Information about California

- Area / Square Miles: 155,779.22
- Population: 37,253,956
- School Districts: 955
- DHH Children Ages 14-21: 4194

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015

California Team Information 2012 – 2016
<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Program Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Deaf and Hard of Hearing individuals, including those who are not college-bound, will be empowered to maximize their human potential and achieve a meaningful quality of life, through life skills and workforce preparation training that leads to gainful employment, independence, self-sufficiency, and self-advocacy.</td>
</tr>
</tbody>
</table>
| Primary Activities: | 1) Establishment of state-wide ITP form  
2) Development of DHH Transition Web Site |
| Factors that Aided in Achievement or Success: | 1) Team commitment to the goal and to complete assignments outside of meetings. |
| Barriers: | 1) TIME. TIME. TIME. and resources. |
| Outputs to Date: | 1) Statewide ITP form  
2) Beginning development of web site. |
| Outcomes to Date: | 1) Vast improvement in Indicator 13 data (ITP data for OSEP) |
| Sustainability: | 1) Continuous use of statewide form will continue compliance with Indicator 13.  
2) Continued work on web site will lead to ongoing improvement in the web site. |
| Impact: | Once the web site is fully up and running, every DHH student in our state, including the 80% who are not college bound, will have access to quality transition information aimed specifically at meeting the needs of DHH students. |
### California Team Information 2012 – 2016

**Goal:** Deaf and Hard of Hearing individuals, including those who are not college-bound, will be empowered to maximize their human potential and achieve a meaningful quality of life, through skills and workforce preparation training that leads to gainful employment, independence, self-sufficiency, and self-advocacy.

<table>
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<tr>
<th>California Team Poster</th>
<th>Taxonomy Category</th>
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#### Our Greatest Barrier (Overcame? Solution)

Our greatest barrier is **TIME**.

Every one of us has a full-time job, and our assignment to the California Transition Academy was added on top of that. No one could come to every meeting. So, we decided we would go on anyway, with the people who were able to come. One team member, Brent, had a stroke of genius. He said, “Meet more often, not less often. That way, the Transition Academy will always be on people’s minds.” So, we started meeting monthly, and that helped.

#### Our Best Outputs

- Web Site
  - Transition from High School to Employment
  - Transition from High School to College
  - Q & A video (Student and Deaf adult)
  - FAQs for parents
  - Important Links

#### Outcome:

California Transition Academy Web

Our website is a work in progress – we freely admit that! The web site is housed on the California Deaf Education Resource Center website at the California School for the Deaf, Riverside. It will contain information for parents and professionals, but MOST IMPORTANTLY, it will have lots of information for students.
Colorado State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The State of Colorado’s goal is to improve transition outcomes of students who are deaf or hard of hearing (DHH). Several objectives are being pursued to accomplish this goal: 1) create and engage a statewide inter-agency transition team; 2) select and consolidate currently existing transition materials that can be adapted and implemented to improve the transition process; 3) collaborate with a large public school district to create a pilot program to implement student-led transition IEPs; 4) evaluate the success of the pilot program to create a sustainable model for implementation outside of the pilot district. The team will develop curriculum for student-led transition IEPs and will train a cadre of DHH staff working with DHH students by fall semester 2016.

Activities through January 2016:
- Solidified a core group of stakeholders.
- Secured an agreement with a large public school district to be the pilot site.
- Created a needs assessment survey for DHH staff and service providers.
- Created a curriculum to support teaching staff in implementing student-led IEPs.

Outputs, as of September 2016:
We developed specific materials for the pilot district, including a needs assessment, presentations for teachers in a two-day training, and a presentation for parents in the district. The learning activities created for teachers support the "why and how" of student-led IEP's. This school year, the team is going to particularly focus on supporting excellence in the transition interview, annually updated for all transitioning students. We hope to show significant gains in the quality and diversity of transition IEPs reflecting the training of educators, parents, and students.
Colorado Team Members and Roles

Ruth Mathers  
State Education Consultant  
Barb Bryant  
VR statewide Coordinator of the Deaf (SCD)  
Susan Elliott  
Local Educational Program Teacher of the Deaf  
Sara Kennedy  
Parent  
Shauna Moden  
Special Educational Administrator  

Team lead contact information:  
mathers_r@cde.state.co.us

Information about Colorado

- Area / Square Miles: 103,641.89
- Population: 5,029,196
- School Districts: 178
- DHH Children Ages 14-21: 464

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.  
** Data obtained from US Census, 2010 retrieved February 9, 2015  
# Colorado Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ruth Mathers</td>
<td><a href="mailto:Mathers_r@cde.state.co.us">Mathers_r@cde.state.co.us</a></td>
</tr>
</tbody>
</table>

**5 Current Team Members**
**9 Members since 2012**

**Representing:**
CO Dept. of Education, CO VR Services, CO Hands & Voices, Jefferson County Public Schools, DHH Mentor/consultant

---

**Taxonomy Area:** Student Development and Interagency Collaboration

**Goal:**
As a result of statewide inter-agency collaboration to improve transition outcomes, deaf and hard of hearing students will graduate from high school prepared to embark on pathways toward higher education, careers, and adult community life.

**Primary Activities:**
Create and engage a core inter-agency transition team to develop a pilot; conduct a needs assessment survey; develop student-led IEP curriculum; develop parent resources; transition IEP training

**Factors that Aided in Achievement or Success:**
Strong student focus with collaboration between state, community agencies and local school district for the pilot. Combined resources from the state and the school district.

**Barriers:**
The team needed to broaden the professional participation from a variety of stakeholders which slowed the progress of implementing the state plan.

**Outputs to Date:**
Currently developing student-led IEP curriculum; transition training; parent information formats; developed, disseminated and analyzed survey data

**Outcomes to Date:**
1) Created strong interagency team
2) Ad hoc committees formed and the work in various stages of development of materials
3) Established pilot district for implementing student-led IEPs
4) Received Vital Research training survey development

**Sustainability:**
Proposing continued support from the current inter-agency team and potential new members to continue the work across the state.

**Impact:**
At this point we achieved an unprecedented collaboration in the state of Colorado among the Department of Education, Division of Vocational Rehabilitation, families, teachers of the deaf and school district administration. We believe that the project overall will contribute to successful post-school outcomes for deaf/hard of hearing students across the state.
Goal: As a result of statewide inter-agency collaboration to improve transition outcomes, Deaf and Hard of Hearing students will graduate from high school prepared to embark on pathways toward higher education, careers, and adult community life.

Our Greatest Barrier: The team needed to broaden the professional participation from a variety of stakeholders which slowed the progress of implementing the state plan.

Our Best Outputs:
- Currently developing student-led IEP curriculum
- Transition training
- Parent information formats
- Developed, disseminated, and analyzed survey data

Outcome:
- Creates strong interagency team
- Ad hoc committees formed and the work is in various stages of development of materials
- Established a pilot district for implementing student-led IEPs
- Received Vital Research training in survey development
Connecticut State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Collaborative Network

Summary: The state of Connecticut’s Summit goal is to create a seamless transition for all students who are deaf and hard of hearing exiting secondary education. To accomplish this goal, the Connecticut team is creating a collaborative network including agencies and educational programs that support transitioning students. The new team is engaging in a few strategies that will assist in the state’s goal, including; 1) developing concrete and accessible resources; and 2) developing and implementing a Communication Profile that identifies and clarifies the unique communication needs for each individual as they transition.

By June, 2016, 80% of deaf and hard of hearing students will exit their postsecondary education with: a Communication Profile; an understanding of their communication strengths and needs; and a greater understanding of the accommodations and resources available to them as they transition.

Activities through January 2016:

• Expanded the core team of stakeholders
• Completed GAS and CP
• Held structured meetings focusing on the state team’s goals.

Outputs, as of September 2016:
We created two items as a team:

1. Personal Communication Plan for students to fill out in preparation for their PPT meeting
2. Student Transition Resources website to assist students in the transition process.
   [www.studenttransitionresources.org]
Connecticut Team Members and Roles

Connecticut Team -- Summit 2015 participants

Colleen Hayles  
State Education Consultant

Fern Reisinger  
Transition Services Staff

Heidi (Forrest) Henaire  
VR statewide Coordinator of the Deaf (SCD)

Sherri Zummo  
Parent

Team Lead Email  
colleen.hayles@ct.gov

Information about Connecticut

- Area / Square Miles: 4,842.36
- Population: 3,574,097
- School Districts: 169
- DHH Children ages 14-21: 216

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
<table>
<thead>
<tr>
<th>Connecticut Team Summary - 2016</th>
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<tbody>
<tr>
<td><strong>About this State Team</strong></td>
</tr>
<tr>
<td>NAME OF LEAD</td>
</tr>
<tr>
<td>Colleen Hayles</td>
</tr>
<tr>
<td>EMAIL ADDRESS</td>
</tr>
<tr>
<td><a href="mailto:Colleen.Hayles@ct.org">Colleen.Hayles@ct.org</a></td>
</tr>
<tr>
<td><strong>7. Current Team Members</strong></td>
</tr>
<tr>
<td>NAME</td>
</tr>
<tr>
<td>Colleen Hayles</td>
</tr>
<tr>
<td>CENTRAL OFFICE</td>
</tr>
<tr>
<td>Connecticut</td>
</tr>
<tr>
<td><strong>5. Members since 2012</strong></td>
</tr>
<tr>
<td>Representing:</td>
</tr>
<tr>
<td>Desiree Duda, American School for the Deaf, Employment Support Services Coordinator, Heidi Henaire, CT Bureau of Rehab Services, Associate Educational Consultant, Maura McGuire, Capital Region Education Council, Soundbridge Academy, Assistant Director, Fern Reisinger, American School for the Deaf, Senior Administrator, Director of Outreach Educational Services and Special Projects, Sheri Romblad, Parent, Parent Coordinator, PATH/Family Voices CT, Life Course Ambassador, Keri Weston Thomas, American School for the Deaf, Student Transition Services Coordinator</td>
</tr>
<tr>
<td><strong>Taxonomy Area:</strong></td>
</tr>
<tr>
<td>Student Focused Planning</td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
</tr>
<tr>
<td>The goal is to create a seamless secondary transition for all deaf and hard of hearing students exiting the secondary education setting to include training for independence and self-advocacy with a focus on self-identifying communication strengths, needs and accommodations needed in various post-secondary settings.</td>
</tr>
<tr>
<td><strong>Primary Activities:</strong></td>
</tr>
<tr>
<td>1) Annual Statewide “Prep Rally” — includes American School for the Deaf (ASD), CT Bureau of Rehabilitation Services (BRS), ASD Outreach Services, Capitol Region Education Council-Soundbridge Academy (CREC) &amp; statewide mainstream students.</td>
</tr>
<tr>
<td>2) Hear Here of Hartford (HHH) Youth Leadership Program for transitioning students who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>3) Development of a one-page communication profile template.</td>
</tr>
<tr>
<td>4) Creation of a transition resource list.</td>
</tr>
<tr>
<td><strong>Factors that Aided in Achievement or Success:</strong></td>
</tr>
<tr>
<td>1) Ability to pull members of various educational, transition services, and parent groups together.</td>
</tr>
<tr>
<td>2) The desire to establish a cohesive network to better serve the transition needs of students.</td>
</tr>
<tr>
<td>3) Statewide focus and development of tools on effective transition for all students with disabilities.</td>
</tr>
<tr>
<td>4) Effective July 1, 2012, Section 11 of Public Act (P.A.) 12-173, entitled An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education, requires that the IEP for any child identified as deaf or hard of hearing shall include a language and communication plan (LCP) developed by the child’s PPT, which documents the considerations and/or actions discussed by the PPT.</td>
</tr>
<tr>
<td><strong>Barriers:</strong></td>
</tr>
<tr>
<td>1) Identifying materials, curriculum, tools, and information out of a vast network of “disability” information and locating resources specific to this unique group.</td>
</tr>
<tr>
<td>2) A mechanism to ensure that tools/materials are available and utilized.</td>
</tr>
<tr>
<td><strong>Outputs to Date:</strong></td>
</tr>
<tr>
<td>1) Annual statewide “Prep Rally”.</td>
</tr>
<tr>
<td>2) HHH Youth Leadership Program for transitioning of students who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>3) Creation of transition resource list.</td>
</tr>
<tr>
<td>4) Ongoing development of a communication profile template.</td>
</tr>
<tr>
<td>5) Shared work of the PEPNet team with CT Coalition for Education of Students who are Deaf and Hard of Hearing.</td>
</tr>
<tr>
<td><strong>Outcomes to Date:</strong></td>
</tr>
<tr>
<td>1) Annual Statewide “Prep Rally”: 50 junior/senior students attended.</td>
</tr>
<tr>
<td>2) HHH Youth Leadership Program: 12 students attended, 2.5 hours/five days a week/six weeks.</td>
</tr>
</tbody>
</table>
### Sustainability:

1. The “Prep Rally” is an event that will be planned annually.
2. Members of the team are committed to continuing discussions and efforts to implement plans for statewide transition services.
3. BRS regulations require 15% of funding to be allocated to transition activities.
4. A member of the CT Team is a leader in CT BRS and is committed to student focused planning throughout the state.
5. CT Department of Rehabilitative Services provides specific Vocational Rehabilitation counselors trained to address the needs of persons who are deaf or hard of hearing, who are assigned on a regional basis.

### Impact:

1. The design of the “Prep Rally” model was shared at the CT Community of Practice meeting December 2015. Juniors and seniors were the targeted audience at the “Prep Rally” in 2015 - freshmen and sophomores will be the targeted audience in 2016.
2. As a result of the HHH Youth Leadership Program, teachers see students demonstrating greater understanding of themselves, self-advocacy, self-determination, and an increase in their circle of friends and contacts.

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**Poster Displayed at the 2016 Summit**

**Connecticut**

**Student Focused Planning**

**Goal:** The goal is to create a seamless secondary transition for all deaf and hard of hearing students exiting the secondary education setting to include preparation and training for independence and self-advocacy.

**Our Greatest Barrier**

- Locating materials, curriculum, tools, and information specific to this unique group - pulling resources out of a vast network of “disability” information.
- A mechanism to ensure that tools/materials are available and utilized.

**Outcome**

- **Annual Statewide**  
  *Prep Rally*: 50 junior/senior students attended
- **Hear Here Hartford**  
  Student Leadership Program: 12 students attended

**Our Best Outputs**

- Annual statewide  
  *Prep Rally*,  
  *Hear Here Hartford*  
  Student Leadership Program  
  Creation of a transition resource list  
  Ongoing development of a communication profile template.
<table>
<thead>
<tr>
<th><strong>Connecticut Team Poster</strong></th>
<th>Student Focused Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>The goal is to create a seamless secondary transition for all deaf and hard of hearing students exiting the secondary education setting to include preparation and training for independence and self-advocacy.</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong></td>
<td><strong>(Overcame? Solution)</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>• Hear Here Hartford Student Leadership Program – 12 students attended</td>
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</table>
Delaware State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The state of Delaware’s goal is to better prepare students for a successful transition from high school to the next phase of their lives by insuring all agencies involved in the transition process are working towards a collective goal. To accomplish this, the team is engaging in strategies that ensure students receive timely and age-appropriate services to assist their transition. The state is creating a more cohesive collaborative network that brings state, VR, local, and school services together to better support students who are deaf or hard of hearing. By June 2016, students enrolled at the Delaware School for the Deaf will have documented state agency services in their senior year IEP (Individual Education Program). The state will also ensure there are annual meetings to guarantee the synchronicity of the agencies involved within the network.

Activities through January 2016:
- Increased involvement with agency personnel.
- Held structured meetings focusing on the state team’s goals.
Delaware Team Members and Roles

- **Daphne Werner**: Educational Administrator
- **Candice Yoder**: Transition Teacher
- **Sandi Miller**: VR Administrator
- **Dale Matusevich**: State Education Consultant (DOE)
- **Andi Thomas**: Regional or Local educational Program Educator
- **Jeanine Pollard**: Regional or Local educational Program Educator

**Team lead contact information**: candice.yoder@christina.k12.de.us

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**Information about Delaware**

- **Area / Square Miles**: 1,948.54
- **Population**: 897,934
- **School Districts**: 19
- **DHH Children Ages 14-21**: 82

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## Delaware Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Candy Yoder</td>
<td><a href="mailto:candice.yoder@christina.k12.de.us">candice.yoder@christina.k12.de.us</a></td>
</tr>
</tbody>
</table>

### Current Team Members

- **8 Members since 2012**

**Representing:**
- Transition teacher - Candy
- Principal - Daphne
- Itinerant teacher - Jeanine

### Taxonomy Area:

- Interagency Collaboration

### Goal:

To ensure all students are receiving timely and age-appropriate services so they are provided a seamless transition process and educational and agency plans are aligned.

### Primary Activities:

1. Regular meetings
2. Consistent communication
3. DDDS attend to DSD open house
4. DVR meetings (timely and regularly) with junior and senior students.

### Factors that Aided in Achievement or Success:

1. Regular meetings
2. Consistent communication

### Barriers:

Too many agencies/contracts shifting/rerouting responsibilities; funding; staff turnover at state agencies

### Outputs to Date:

2014-2015: websites, brochures, summer transition programs; D/HH-focused programming at annual state transition fair

### Outcomes to Date:

Summer of 2015, with DVR funding and support, DSD hosted a 6 week program geared toward finding part-time employment. Due to this pilot program’s success, the Delaware team is planning to open up this opportunity for all D/HH students throughout the state of Delaware.

### Sustainability:

Think Bigger - next year, a transition conference geared solely toward Deaf and hard of hearing students.

### Impact:

YES - having a summer transition program with increased interagency support, the students are getting more seamless support for their transition needs. Looking forward... broadening the opportunity for all the Deaf/ Hard of Hearing students throughout the state of Delaware. We hope to see the change will continue to improve students' outcomes on a yearly basis.
Goal: To ensure all students are receiving timely and age-appropriate services so they are provided a seamless transition process and educational and agency plans are aligned.

Our Greatest Barrier:
- Frequent turnover at state agencies
- Agencies/contacts frequently rerouting or shifting responsibilities
- Funding

Our Best Outputs:
- Programming geared toward D/HH students at the state transition fair
- Created brochures for our families and communities
- Added a transition link on DSD website for all parents and the community to receive resources
- Summer transition program for high school-aged students

Outcome:
Summer of 2015, with DVR funding and support, DSD hosted a 6 week program geared toward finding part-time employment. Due to this pilot program’s success, the Delaware team is planning to open up this opportunity to all D/HH students throughout the state of Delaware.
District of Columbia Plan Overview

**Targeted Taxonomy Area:** Interagency Collaboration

**Type of Project:** Presentations

**Summary:** The District of Columbia’s goal is to increase the knowledge of students who are deaf or hard of hearing in terms of transitional resources in order to increase successful transition rates as they enter postsecondary life. To accomplish this goal the Summit team is increasing collaboration between interagency services, which will help develop and implement a series of transition themed workshops. The Summit team will hold a total of 4 transition workshops annually, focusing on the opportunities and resources available to students. By June, 2016, the District of Columbia will have held one workshop on transition in the first quarter of the 2014-2015 school year, and be preparing to hold no less than three more throughout the year. At the end of each quarterly transition workshop 75 % of workshop participants will indicate an increase in awareness of the education, training, and employment options available to them after completing high school.

**Activities through January 2016:**
- Held a trilingual workshop for DC residents focusing on available transition resources.
- Provided trilingual services to Spanish speaking students.
District of Columbia Team Members and Roles

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dylan Westbury</td>
<td>Educational Administrator</td>
</tr>
<tr>
<td>Enjouli McGoogan</td>
<td>Vocational Rehabilitation Counselor (RCD)</td>
</tr>
<tr>
<td>Fareeda Gayle</td>
<td>Regional or Local Educational Program Educator</td>
</tr>
<tr>
<td>Deborah Brown</td>
<td>Vocational Rehabilitation Supervisor</td>
</tr>
<tr>
<td>Pamela Carreker</td>
<td>Community-Based Agency Staff</td>
</tr>
<tr>
<td>Dylan Westbury</td>
<td>Educational Administrator</td>
</tr>
</tbody>
</table>

Team lead contact information: Fareeda.Gayle@dc.gov

Information about the District of Columbia

- Area / Square Miles: 61.05
- Population: 601,723
- School Districts: 2
- DHH Children Ages 14-21: 18

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
Florida State Plan Overview

**Targeted Taxonomy Area:** Student Development

**Type of Project:** Collaborative Network

**Summary:** The state of Florida’s goal is to better prepare students who are deaf or hard of hearing for a successful transition after high school. This will be accomplished through a staged plan that focuses on increasing the knowledge, skills, and attitudes of students, parents, and District Staff. The first step is a weekend workshop that will pilot curriculum materials and activities. Additional workshops will be conducted to expand the population impacted and online courses will be implemented to further expand the reach of the project. By June 2016, Florida will have; 1) finalized Florida Transition curriculum content; 2) identified funding sources for ongoing implementation of project; 3) conducted three weekend workshops; 4) piloted one online training course for District Staff; 5) piloted one online training course for parents.

**Activities through January 2015:**
- Identified key stakeholders and began the development of a statewide curriculum.
- Participated in state level meetings ensuring the state team’s goals remain visible and viable.
- Identified additional stakeholders and additional sources for funding.

**Outputs, as of September 2016:**
The team's goal is a one stop shop website to access transition resources and training. The website is set to be up the end of September. We have piloted transition material for a year and are working on teacher testimonies of easy to use materials. During the process, another group created standards for teachers to follow when writing lesson plans. Website to be posted at [www.rmtcdhh.org](http://www.rmtcdhh.org)
Florida Team Members and Roles

Cara Wilmot  
Regional or Local Educational Program Educator

Margaret Finnegan  
Personnel Preparation Program Faculty

Jaqueline Lalley  
Transition Services Staff

Lynn Miskiel  
Community Based Agency Staff

Cecil Bradley  
VR Statewide Coordinator of the Deaf (SCD)

Team Lead Contact Information  
wilmotc@fsdb.k12.fl.us

Information about Florida

- Area / Square Miles: 53,624.76
- Population: 18,801,310
- School Districts: 67
- DHH Children Ages 14-21: 1459

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

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<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Team Summary</td>
<td>Cara Wilmot</td>
<td><a href="mailto:wilmotc@duvalschools.org">wilmotc@duvalschools.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Team Members since 2012</th>
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</thead>
<tbody>
<tr>
<td>Representing:</td>
</tr>
<tr>
<td>Local School District</td>
</tr>
<tr>
<td>Florida VR</td>
</tr>
<tr>
<td>Parent</td>
</tr>
<tr>
<td>Community Agency</td>
</tr>
<tr>
<td>Deaf Adult</td>
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<tr>
<td>Transition</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Student Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Create a &quot;one-stop shop&quot; website as a resource for teachers to implement Transition for students who are D/HH.</td>
</tr>
<tr>
<td>Primary Activities:</td>
<td>Identify a web designer.</td>
</tr>
<tr>
<td></td>
<td>• Recruit 3 D/HH experts to carry out the leadership of the teacher lesson implementation and evaluation.</td>
</tr>
<tr>
<td></td>
<td>• Recruit 9 teachers to implement lesson plans.</td>
</tr>
<tr>
<td></td>
<td>• Recruit 3 D/HH experts to carry out the leadership of the teacher lesson implementation and evaluation.</td>
</tr>
<tr>
<td></td>
<td>• Recruit 9 teachers to implement lesson plans.</td>
</tr>
</tbody>
</table>

| Factors that Aided in Achievement or Success: | We have a strong team that worked collaboratively and were able to be flexible when challenges were faced. Due to logistical circumstances we chose to shift our goal from a weekend of self-determination training for students to a capacity building activity for teachers. This change allows a sustainable resource to be developed. Another stakeholder was able to continue with the student training project and will implement it for students in January. Our challenges ultimately enabled us to achieve the development of two projects, the on-line project which will have long term sustainability and the weekend training for students which will inform the content of the website as we go forward. |

| Barriers: | Limited financial resources. |
| | Limited team time to implement plan. |
| | Challenging to initiate state wide action in Florida due to distances and resulting challenges in communication and consistent implementation. |

| Outputs to Date: | Recruited 9 teachers. |
| | Google Collaborative site has been developed to collect the content for the website. |
| | Lesson plans are developed and available on the website. |
| | Pre-tests are being administered. |
| | Monthly transition lesson plans have been implemented with students. |
| | January event registration ongoing. |

| Outcomes to Date: | Each teacher has administered a minimum of one TAGG. |
| | 12 students are registered for the January event. |
| | Three organizational meetings have been conducted. |
| | Collaboration with FL RMTC/DHH to purchase materials for the nine teachers. |

| Sustainability: | The Google Collaborative is established and will become the basis for a website. The teachers who have been trained will be our foundation for building capacity across the State. As the website is developed it will be dynamic allowing the addition of updated content over time. There is statewide motivation to improve student access to Transition skills and the resources we are developing will provide a consistent means for pre and post testing students needs and specific course content. |

<p>| Impact: | We expect there will be specific impact on the students enrolled in the January activity. The feedback from this activity will impact the web site content. The teachers have already shared positive feedback regarding the TAGG and how using this tool will impact their identification of teaching targets with their students. Building upon this pilot group we will be able to create assessment and course content that will be accessible to teachers across the state for direct implementation with their students. |</p>
<table>
<thead>
<tr>
<th><strong>Florida Team Poster</strong></th>
<th></th>
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<tr>
<td><strong>Goal:</strong></td>
<td>Create a “one-stop shop” website as a resource for teachers to implement transition for students who are D/HH.</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier: (Overcame? Solution)</strong></td>
<td>Money! State Leadership Buy In</td>
</tr>
<tr>
<td></td>
<td>• Limited financial resources.</td>
</tr>
<tr>
<td></td>
<td>• Limited team time to implement plan.</td>
</tr>
<tr>
<td></td>
<td>• Challenging to initiate statewide action in Florida due to distances and resulting challenges in communication and consistent implementation.</td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
<td>Pilot Program with Teachers</td>
</tr>
<tr>
<td></td>
<td>• Google Collaborative site has been developed to collect the content for the website.</td>
</tr>
<tr>
<td></td>
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</tr>
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<td></td>
<td>• Pre-tests are being administered.</td>
</tr>
<tr>
<td></td>
<td>• Monthly transition lesson plans have been implemented with XX students</td>
</tr>
<tr>
<td></td>
<td>• January event registration ongoing (information here)</td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td>A one stop shop transition website</td>
</tr>
<tr>
<td></td>
<td>• Each teacher has administered a minimum of one TAGG.</td>
</tr>
<tr>
<td></td>
<td>• Students are registered for the January event.</td>
</tr>
<tr>
<td></td>
<td>• Three organizational meetings have been conducted.</td>
</tr>
<tr>
<td></td>
<td>• Collaboration with FL RMTC/DHH to purchase materials for the nine teachers.</td>
</tr>
</tbody>
</table>
Georgia State Plan Overview

Targeted Taxonomy Area: Student Development

Type of Project: Resource Manual

Summary: The Georgia team’s plan is to better educate students who are deaf or hard of hearing on self-determination and self-advocacy skills, leading to more positive post-graduation transitions to work and/or continued education. In order to reach this goal the state is implementing a self-determination curriculum. The Summit team is asking students to complete a pre-and post-assessment, which will be analyzed and used to provide self-determination and self-advocacy training for middle and high school students who are deaf or hard of hearing, while engaging families. By June, 2016, the state will have implemented a pilot curriculum and students who attend the Atlanta Area School for the Deaf and the Georgia School for the Deaf will demonstrate improvement on the post self-determination assessment.

Activities through January 2015:

- Provided advocacy training to two schools.
- Administered pre and post surveys to both parents and students, evaluating the training.

Outputs, as of September 2016:

Georgia added a train-the-trainer opportunity to our sustainability plan. We contracted with DSAT trainers and they provided a two-day training workshop to a group of people who expressed an interest in learning to become trainers. We added 3 deaf-blind individuals to be trained in the DBSAT. Our team decided to drop the goal of including the parents in the pre and post assessment. Our primary focus became the students.

Georgia Showcase Video: Members from the Georgia team are featured in a state showcase video, describing their experiences as a group, reflecting on the changes that were occurring in Georgia as a result of their partnerships, and identifying any lessons learned through the process.

http://www.csun.edu/ncod/pepnet2
Georgia Team Members and Roles

Georgia Team -- Summit 2015 participants

Dr. Sheryl Ballenger  Postsecondary Education Program Staff
Adam Garfinkel  Transition Services Staff
Dr. Frank Nesbit  Educational Administrator
Terri Patterson  Parent
Rebecca Cowan-Story  Vocational Rehabilitation Services Coordinator

Information about Georgia

- Area / Square Miles: 57,513.49
- Population: 9,687,653
- School Districts: 180
- DHH Children Ages 14-21: 659

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Georgia Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frank Nesbit</td>
<td><a href="mailto:fnesbit@doe.k12.ga.us">fnesbit@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Team Members since 2012</th>
<th>Representing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Members</td>
<td>Sheryl Ballenger: Post-secondary, Adam Garfinkel: Transition, Jared Patton: Vocational Rehabilitation, Jan Stevenson: State Schools</td>
</tr>
</tbody>
</table>

**Taxonomy Area:** Student Development

**Goal:** By May 31, 2016, all middle and high school students attending the Atlanta Area School for the Deaf and the Georgia School for the Deaf will have participated in a self-determination curriculum/program and use self-determination skills to advocate for themselves leading to positive post-graduation transition including but not limited to continuing education, work, or job training.

**Primary Activities:**
1. Implement the Deaf Self Advocacy Training (DSAT) self-determination curriculum/program for all middle and high school students.
2. All middle and high school students will complete a pre and post self-determination survey assessment.
3. The parents of all middle and high school students will complete a pre and post self-determination survey assessment based on their individual child.

**Factors that Aided in Achievement or Success:**
1. Ongoing collaboration between multiple agencies
2. Supportive administration at State Schools

**Barriers:**
1. Time to provide 8-hour training of students AND follow up coaching
2. Attrition among staff members
3. Only Deaf can deliver training (limiting expansion to local schools)

**Outputs to Date:**
- Pre-test of knowledge: 43%
- Post-test of knowledge: 53%

**Outcomes to Date:**
1. Increased student confidence to use advocacy skills
2. See Georgia Student Perspectives video: http://pepnet.org/summit/teams/Georgia
3. These students became leaders in their school as they demonstrate self-advocacy skills that they learned.

**Sustainability:**
1. Continued collaboration among agencies
2. Training multiple staff members at each school to account for staff attrition
3. Maintain data showing increase in knowledge
4. Provide training to entire freshman class

**Impact:**
1. Staff at both state schools received advocacy training
2. Students completed pre-test of self-determination knowledge
3. Some students completed post-test of self-determination knowledge
4. Increase confidence among students
5. Students became leaders in their school
6. Students participate in Career Technical Student Organization and Junior National Association of the Deaf
Goal: By May 31, 2016, all middle and high school students attending the Atlanta Area School for the Deaf and the Georgia School for the Deaf will have participated in a self-determination curriculum/program and use self-determination skills to advocate for themselves leading to positive post-graduation transition including but not limited to continuing education, work, or job training.

Our Greatest Barrier: TIME to provide follow up coaching after 8-hour training of students
Train more than one Deaf adult at each school to provide training and follow up so students can learn a skill, such as using a video phone, and then receive guided practice using this skill. Multiple adults need the training to account for attrition.

Our Best Outputs:
Increase in skills measured by pre-test and post-test
Average knowledge of self-advocacy skills improved from 43% to 53% after receiving 8-hour training. Scores skewed due to varying method of administering written tests.

Outcome:
Increased student confidence to use advocacy skills
See Georgia Student Perspectives video http://www.csun.edu/ncod/pepnet2. These students became leaders in their school as they demonstrate self-advocacy skills that they learned.
Idaho State Plan Overview

**Targeted Taxonomy Area:** Interagency Collaboration

**Type of Project:** Collaborative Network

**Summary:** The state of Idaho’s goal is to increase the postsecondary school success of persons who are deaf or hard of hearing. To accomplish this goal the summit team is increasing collaborative efforts between state and local educational services. The summit team is collecting data on students and available programs to share with state and local educational specialists. The team is also providing training opportunities that will create a deeper working relationship between IDVR (Idaho Division of Vocational Rehabilitation) and IESDB (Idaho Educational Services for the Deaf and Blind). By June, 2016, Idaho will have brought together at least 5 adult agencies that will work together in a collaborative initiative to leverage resources and increase successful transitions into postsecondary education and/or the work force.

**Activities through January 2016:**

- Developed a collaborative agreement statement.
- Facilitated the signing of a statement of collaboration between ten agencies on a common agenda.
- Created, disseminated, and analyzed a survey of agency providers to better understand the next steps for our collaboration.
- Developed a product to assist in community outreach.
- Held structured meetings focusing on the state team’s goals.
Idaho Team Members and Roles

Idaho Team -- Summit 2015 participants

Ann Flannery  
Transition Services Staff

Jayne Womack  
Parent

Steven Snow  
Community Based Agency Staff

Renee Miner  
State Education Consultant

Allison Lowenthal  
VR Transition Coordinator

Team lead contact information:  
ann.flannery@iesdb.org

Information about Idaho

- Area / Square Miles: 82,643.12
- Population: 1,567,582
- School Districts: 116
- DHH Children ages 14-21: 88

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Idaho Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Paula Mason</td>
<td><a href="mailto:paula.mason@iesdb.org">paula.mason@iesdb.org</a></td>
</tr>
</tbody>
</table>

5 Current Team Members
8 Members since 2012

| Representing: | Idaho Council for the Deaf and Hard of Hearing (ICDHH); Idaho State Department of Education; Idaho Division of Vocational Rehabilitation; Parents; Idaho Educational Services for the Deaf and the Blind |

| Taxonomy Area: | Interagency Collaboration |

| Goal: | Increase the post school success of persons who are deaf and hard of hearing in competitive employment by increasing the collaboration between IESDB and LEAs to support students and families’ use of interagency services. |

| Primary Activities: | 1) We identified state agencies critical to the post-school employment success of deaf and hard of hearing youth and secured ten (10) agencies to sign on as members of the newly formed Idaho Coalition on Transition with Deaf and Hard of Hearing Youth. 2) Creating/distributing a survey, our team was able to collect the perceptions of their agency’s current practices and effectiveness serving deaf and hard of hearing clients/customers and their families. 3) In January 2016, IST presented the data collected via this survey to coalition members in an effort to identify as a group the next steps needed to increase collaboration and shared resources to support student and family’s use of interagency services. |

| Factors that Aided in Achievement or Success: | 1) Our committed Idaho State Team (IST) members demonstrated the passion, clarity, needed resources and experience to pursue our goal. 2) Our IST members have a history of professional relationships/collaboration with agency representatives: an established trust level upon which to build |

| Barriers: | 1) A dissonance between agency perceptions of their current quality of services to this population and the dissatisfaction that deaf and hard of hearing individuals share about services provided could be a barrier to the next stages of our work. 2) Idaho also has a minimal number of professionals who are deaf or hard of hearing to speak to the current status of service provision in our state exacerbated by efforts to spotlight the needs of a very low incidence group. |

| Outputs to Date: | 1) Idaho Coalition of Transition with Deaf and Hard of Hearing Youth Agreement 2) Coalition logo and brochure |

| Outcomes to Date: | 1) Ten agency representatives are members of the coalition 2) Completed survey and presentation scheduled) |

| Sustainability: | 1) Piggybacking our coalition meetings with the quarterly meetings of the Idaho Interagency Council on Secondary Transition, in an effort to minimize both financial and time costs for agencies and their representatives. 2) Partnerships with ICDHH and IESDB bring knowledge and experience about the needed access and the resources needed to create the needed access. |

| Impact: | 1) To date, our plan has created a platform through which to partner with agencies who serve this population statewide. 2) The dialogue to follow could lead to the partnerships and collaboration that is needed to increase the post school success of persons who are deaf and hard of hearing in competitive employment. |
**Idaho Team Poster**

**Goal:** To increase the post-school success of persons who are deaf and hard of hearing in competitive employment by increasing the collaboration between IESDB and LEAs to support students and families’ use of interagency services.

**Our Greatest Barrier: Perceptions & Resources**
Idaho has a minimal number of professionals who are deaf or hard of hearing to speak to the current status of service provision in our state exacerbated by efforts to spotlight the needs of a very low incidence group. We also anticipate a dissonance between some agency perception of the current quality of services to this population and the dissatisfaction that deaf and hard of hearing individuals share could be a barrier to the next stages of our work.

**Our Best Outputs:**
- Brochure
- Agency Survey

**Outcome:** To promote activities that assist transition-aged students who are deaf or hard of hearing to successfully pursue their post-secondary goals, the Idaho Coalition on Transition with Deaf & Hard of Hearing Youth has been established to “Access – Awareness – Resources” on issues related to effective transition of deaf and hard of hearing youth in Idaho.
Illinois State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Website

Summary: The state of Illinois goal is to empower individuals who are Deaf or Hard of Hearing to increase their rate and quality of employment as they transition from secondary or postsecondary education to employment. To accomplish this goal the Summit team is developing a central point of access to transition specific information and services. The team will create a system of collaboration between services, agencies and schools to help develop a website providing information and resources on the transition process. A system for sustaining the resources and contacts provided will be implemented assuring the website remains up to date. By June, 2016, Illinois will have created a website providing Deaf and Hard of Hearing students with the transition resources needed. The website created will also have the capability to host Webinars and provide trainings to educational specialists as needed.

Activities through January 2016:
- Worked on the creation of a statewide website highlighting identified stakeholders and resources.
- Held structured meetings focusing on the state team’s goals.

Activities through September 2017:
- Launched website Illinois Post-High School Access to Transition Help for Deaf/Hard of Hearing
  http://www.isrc.us/ipathfordhh/
Illinois Team Members and Roles

Jean Baker  
VR Statewide Coordinator of the Deaf (SCD)

Jill Bruington  
Transition Services Staff

Pat Even  
Educational Administrator

Amy Richards  
Parent; State Department of Education Representative

Hayley Stokar  
Community-based Agency Staff

Cheri Sinnot  
State-based Agency Representative

Team lead contact information:  peven@hindsdale86.org

Information about Illinois

- Square Miles/Area: 55,518.93
- Population: 12,830,632
- School Districts: 868
- DHH Children ages 14-21: 1,259

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

### Illinois Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pat Even</td>
<td><a href="mailto:PEven@ladse.org">PEven@ladse.org</a></td>
</tr>
</tbody>
</table>

| Current Team Members since 2012 | Representing: Jill Bruington (Jill.Bruington@illinois.gov); Amy Richards (arichard@isbe.net); Cheri Sinott (cheris@isrc.us); Hayley Stokar (hayleystokar@jvschicago.org); Jean Baker (jean.baker@illinois.gov) |

<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Interagency Collaboration</th>
</tr>
</thead>
</table>

| Goal: | To empower individuals who are Deaf or Hard of Hearing to increase their rate and quality of employment as they transition from secondary or post-secondary education to employment by developing a central online point of access to transition specific information and services |

<table>
<thead>
<tr>
<th>Primary Activities:</th>
<th>Creation of a Statewide WEBSITE</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Factors that Aided in Achievement or Success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Regular teleconference meetings between team members</td>
</tr>
<tr>
<td>2) Assistance from professional web developer</td>
</tr>
<tr>
<td>3) Pooled knowledge of resources from key stakeholders</td>
</tr>
</tbody>
</table>

| Barriers: | Students, parents, and providers are under-informed, we needed collaboration with people who had web design expertise (and had to change web developer contractor mid-year), Service providers had good information but insufficient means of sharing it with others |

<table>
<thead>
<tr>
<th>Outputs to Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Sections: resources, reading list, training, college, careers</td>
</tr>
<tr>
<td>2) Marketing: Presentation at meetings and transition fairs, ongoing email communication with key stakeholders</td>
</tr>
<tr>
<td>3) Monitoring: utilization of a website traffic counter, possible quick survey of site satisfaction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes to Date:</th>
<th>After a research process and extensive communication with state providers, a website was created: <a href="http://www.isrc.us/ipathfordhh">www.isrc.us/ipathfordhh</a></th>
</tr>
</thead>
</table>

|-----------------|--------------------------------------------------|

| Impact: | Deaf/hard of hearing individuals, parents, vocational rehabilitation, service providers, and educators will be able to access a variety of resources through this website. |
**Illinois Team Poster**

**Interagency Collaboration**

**Goal:** To empower individuals who are Deaf or Hard of Hearing to increase their rate and quality of employment as they transition from secondary or post secondary education to employment by developing a central online point of access to transition specific information and services.

**Type of Project**

Website

**Our Greatest Barrier:**
- Illinois has a number of remote areas.
- Students, parents, and providers are under-informed.
- We needed collaboration with people who had web design expertise to create synergy for service providers who had good information but insufficient means of sharing it with others.

**Outcomes**

**Outputs:**
- Sections: Resources, reading list, training, college, careers
- Marketing: presentations at meetings and transition fairs, ongoing email communication with key stakeholders
- Monitoring: utilization of a website traffic counter, possible quick survey or site satisfaction
- Sustaining: Linkage with a permanent website with long-term web support through Illinois Service Resource Center (ISRC): [www.isrc.us](http://www.isrc.us). The team will also continue regular collaboration

**Our Best Outputs:**
- Sections: Resources, reading list, training, college, careers
- Marketing: presentations at meetings and transition fairs, ongoing email communication with key stakeholders
- Monitoring: utilization of a website traffic counter, possible quick survey or site satisfaction
- Sustaining: Linkage with a permanent website with long-term web support through Illinois Service Resource Center (ISRC): [www.isrc.us](http://www.isrc.us)

**Outcome:** After a research process and extensive communication with state providers, a website was created. Deaf/hard of hearing individuals, parents, vocational rehabilitation, service providers, and educators will be able to access a variety of resources through this website: [www.isrc.us/ipathfordhh](http://www.isrc.us/ipathfordhh)
Indiana State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Presentations

Summary: The state of Indiana’s goal is to better prepare students to make informed decisions as they transition from high school into the next stage of their lives. To accomplish this goal, the team is engaging in a number of strategies, including: 1) increasing educational opportunities for students and their families; 2) creating a resource manual posted on the Indiana Secondary Transition Website; and 3) creating the Indiana Deaf (and Hard of Hearing) Transition Alliance. The team is engaging other agencies to form a collaborative network that will work with the Summit team to accomplish these goals. By June, 2016, Indiana will have executed their Transition Conference for at least 50 Deaf and Hard of Hearing students and their families, and will have created a manual providing information and resources to those in need. The team will also have created the Indiana Deaf (and Hard of Hearing) Transition Alliance comprised of individuals from the collaborative agencies who meet monthly to monitor the progress the initiative is making.

Activities through January 2016:
- Created and distributed a resource manual.
- Planned and scheduled a conference for deaf and hard of hearing students.
- Held structured meetings focusing on the state team’s goals.

Outputs as of September 2017:
We developed a goal with our Core Team and input from additional key stakeholders to improve the ability of making informed decisions with Deaf and Hard of Hearing students as they progress through the process of transitioning from high school to the next phase of their lives in order to become contributing members of society. Toward that goal we developed a Transition Resource Guide with links to various state and national resources and have it available on two of our stakeholders websites.

The best accomplishment was the successful First Annual Transition Day Conference for Deaf and Hard of Hearing Students, that generated interest and funds that will allow us to continue with future conferences to meet the unique needs of our students. We are also producing short video clips to post on the state Transition website and on the CDHHE website with success stories of varying Deaf and Hard of Hearing adults doing different jobs.
Indiana Team Members and Roles

Indiana Team -- Summit 2015 participants

Rhonda Marcum  VR Statewide Coordinator of the Deaf (SCD)
Bonita Ewan    Parent
Kim Kause      Educational Administrator
Cindy Lawrence State Educational Consultant
Mary Held      Higher Educational Program Faculty

Team lead contact information: clawrence@isdh.in.gov

Information about Indiana

- Square Miles / Area: 35,826.11
- Population: 6,483,802
- School Districts: 293
- DHH Children Ages 14-21: 787

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Indiana Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cindy Lawrence</td>
<td><a href="mailto:clawrence@isdh.in.gov">clawrence@isdh.in.gov</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Team Members since 2012</th>
<th>Representing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Lawrence, Center for Deaf and Hard of Hearing Education, Mary Held, Indiana Institute on Disability and Community, Kim Kause, Indiana School for the Deaf, Rhonda Marcum, Indiana Bureau of Vocational Rehabilitation Services, Bonita Ewan, Parent</td>
<td></td>
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<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Inter-Agency Collaboration</th>
</tr>
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<table>
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<tr>
<th>Goal:</th>
<th>To improve the ability of making informed decisions with Deaf and Hard of Hearing students as they progress through the process of transitioning from high school to the next phase of their lives in order to become contributing members of society.</th>
</tr>
</thead>
</table>

| Primary Activities: | 1) A transition resource guide for DHH students and families  
2) A website with resources for students and families  
3) A transition conference for students and families  
4) An MOU between Indiana Department of Health and Indiana Department of Education and Indiana Bureau of Vocational Rehabilitation Services to create a database to track DHH school-aged students.  
5) Transition Alliance formed and meetings held quarterly  
6) 3 success story videos  
7) Introduction to the Indiana DHH Transition Alliance Video  
8) Introduction to the Indiana Secondary Transition Resource Center Website Video |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------|

| Factors that Aided in Achievement or Success: | Effective leadership and coordination of the CORE group and the larger Transition Alliance  
Building partnerships between state agencies around a common goal  
Getting the “right” people to the table to do the work |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Barriers:</th>
<th>Attendance varies at the Transition Alliance meetings</th>
</tr>
</thead>
</table>

| Outputs to Date: | Transition Resource Guide  
Database to track students  
Transition Conference  
Presentation regarding activities and transition |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------|

| Outcomes to Date: | Conference will be held on March 4-5, Registration is open and ongoing. Core team members presented the plans for the Conference to the RCD training meeting and gathered input from them for content.  
Resource Guide posted to the CDHHE website, IDCC Website, Presentation regarding transition and shared our resource guide at the Indiana Deaf Educator Conference last June of 2015  
Database is being developed at CDHHE  
Subcommittees of Alliance formed to focus on accessible media, and the transition conference |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Sustainability:</th>
<th>State Agency Collaboration will continue with MOU’s in place. Continuation of Alliance will keep stakeholders and additional private and non-profit stakeholders involved and forge partnerships</th>
</tr>
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<table>
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<tr>
<th>Impact:</th>
<th>More students and families are accessing services from Vocational Rehabilitation early than prior years as evidenced by greater participation in staffing and case conferences at the Deaf School and public school programs. Deaf Educators are becoming more informed about additional state resources available from the Indiana Secondary Transition Resource Center, Vocational Rehabilitation, and sharing those resources with their students.</th>
</tr>
</thead>
</table>
**Goal:** To improve the ability of making informed decisions with Deaf and Hard of Hearing students as they progress through the process of transitioning from high school to the next phase of their lives in order to become contributing members of society.

**Our Greatest Barrier: (Overcame? Solution)**
- Attendance varies at the Transition Alliance meetings.

**Our Best Outputs:**
- Transition Resource Guide
- Database to track students
- Transition Conference
- Presentation regarding activities and transition

**Outcome:**
- Conference will be held on March 4-5. Registration is open and ongoing. Core team members presented the plans for the Conference to the RCD training meeting and gathered input from them for content.
- Resource Guide posted to the CDHHE website, IDCC Website. Presentation regarding transition and shared our resource guide at the Indiana Deaf Educator Conference last June of 2015.
- Database is being developed at CDHHE.
- Subcommittees of Alliance formed to focus on accessible media, and the transition conference.
Iowa State Plan Overview

Targeted Taxonomy Area: Program Structure

Type of Project: Collaborative Network

Summary: The state of Iowa’s goal is to better understand and increase the current level of success in transition services for deaf and hard of hearing students as they move from secondary education to adulthood. To accomplish this goal the team will identify all of the students in the state who are on IEP’s (Individualized Education Programs) and who receive VR services and determine the rate of successful transitions. By June, 2016, Iowa will have determined the success rate of students who receive VR services or who have an IEP and their success rate as they transitioned from postsecondary education.

Activities through January 2016:
- Focused on the creation on a data sharing system
- Held structured meetings focusing on the state team’s goals

Outputs as of September 2017:
Our focus was to have a system in place that provides student-specific information on 100% of the students identified as having a Potentially Educationally Significant (PES) or Educationally Significant (ES), who either have or don’t have an IEP. This information will allow the team to match students with other data sources to analyze the impact of transition services for deaf and hard-of-hearing students so that we better understand current level of success in transition and to make changes accordingly.
Iowa Team Members and Roles

Mark Draper  
John Cool  
Charlie Levine  
Susan Rolinger  
Marsha Gunderson

Educational Administrator  
Educational Administrator  
Vocational Rehabilitation Counselor (RCD)  
Parent  
Educational Administrator

Team lead contact information:  
mgunderson@iowaschoolforthedef.org

Information about Iowa

- Square Miles / Area: 55,857.13
- Population: 3,046,355
- School Districts: 359
- DHH Children Ages 14-21: 907

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Iowa Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marsha Gunderson</td>
<td><a href="mailto:mgunderson@iowaschoolforthedead.org">mgunderson@iowaschoolforthedead.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Current Team Members since 2012</th>
<th>Representing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marsha Gunderson, Department of Education, Mark Draper, Local Education Agency, John Cool, School for the Deaf, Susan Rolinger, Parent, Charlie Levine, Vocational Rehabilitation</td>
</tr>
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<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Program Structure</th>
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</table>

**Goal:** To identify 100% of the students identified as having a Potentially Educationally Significant (PES) or Educationally Significant (ES), who either have or don’t have an IEP, individual students who are engaged in transition activities to determine their successful transition from secondary education to adulthood.

**Primary Activities:**
1) Identify all D/HH students with IEP goals in the IEP system with a disability code (Iowa is a non-categorical state).
2) To determine the # and % of students (as identified in the goal statement) who
   a) have been referred who meet the eligibility criteria for Vocational Rehabilitation.
   b) in the 4 Plus program who successfully transition (employment or matriculate supported IWCC community college, or 4 yr college) as measured by the IEP or IPE.
   c) To determine the # and % of students (as identified in the goal statement) who
   d) have been referred who meet the eligibility criteria for Vocational Rehabilitation.
   e) in the 4 Plus program who successfully transition (employment or matriculate supported IWCC community college, or 4 yr college) as measured by the IEP or IPE.

**Factors that Aided in Achievement or Success:**
1) The large number of educational audiologists working in the schools.
2) Ability – albeit time consuming – to obtain list of PES and ES students from educational audiologists.

**Barriers:**
1) We were unable to carry out plans to add a disability code in either the primary, secondary or tertiary areas.
2) Due to our non-categorical status, we were not able to disaggregate data based on disability category.
3) Plans to implement a statewide audiology database system, to identify all students with Potentially Educational Significant (PES) or Educationally Significant (ES) Hearing Loss were dismissed due to inability of the software manufacturer.

**Outputs to Date:**
1) We have determined the number of D/HH students on IEPs by age.
2) We determined the number of D/HH students of transition age on IEPs in 2013 who were also referred for and met eligibility criteria for Vocational Rehabilitation services.
3) We determined the number of 4 Plus program students who successfully transitioned (employment or matriculate supported IWCC community college, or 4 yr college) as measured by the IEP or IPE.

**Outcomes to Date:**
1) We identified all D/HH students with IEP goals in the IEP system with a disability code other than ‘eligible individual.’

**Sustainability:**
1) We now have a structure for obtaining and analyzing data.
2) Yearly analysis will include disaggregation of transition-age students and linking those to those eligible for Vocational Rehabilitation services.

**Impact:**
1) We now have a structure to monitor data of D/HH students who receive services from an itinerant teacher of the deaf; resource or classroom teacher of the deaf; special education teacher; or any combination of the above.
2) Knowing who the students are and having yearly analysis gives us the ability to see where the gaps are in the education and transition of D/HH students and how quickly we can close those gaps.
**Iowa Team Poster**

**Program Structure**

**Goal:** To identify 100% of the students identified as having a Potentially Educationally Significant (PES) or Educationally Significant (ES), who either have or don’t have an IEP, individual students who are engaged in transition activities to determine their successful transition from secondary education to adulthood.

### Our Greatest Barrier: Finding the Students!

- Due to our non-categorical status, we were not able to disaggregate data based on disability categories.
- We were unable to carry out plans to add a disability code in either the primary, secondary, or tertiary areas on the IEP.
- Plans to implement a statewide audiology database system, to identify all students with Potentially Educational Significant (PES) or Educationally Significant (ES) Hearing Loss, were dismissed due to software issues.
- However – we were able to “find” the students and now have a process to collect student information yearly.

### Our Best Outputs:

- We have determined the number of D/H students on IEPs by age.
- We determined the number of D/HH students of transition age on IEPs in 2013 who were also referred for and met eligibility criteria for Vocational Rehabilitation Services.
- We determined the number of 4 Plus program students who successfully transitioned into employment, community college, or 4-year college as measured by the IEP or IPE.

### Outcome:

We identified all D/HH students with IEP goals in the IEP system with a disability code other than “eligible individual.”
Kansas State Plan Overview

Targeted Taxonomy Area: Program Structure

Type of Project: Collaborative Network

Summary: The state of Kansas’s goal is to provide equitable and valuable transition services and resources for students who are deaf or hard of hearing, parents, agencies, and stakeholders in order to increase students' quality of life as they transition from secondary education to adulthood. To accomplish this goal, the team is conducting a statewide Needs Assessment survey to identify existing resources as well as gaps in resources to better support transitioning youth. The team is developing a network system for appropriate referrals, as well as assessing the data collected to create short and long term state goals based on unmet needs. By June, 2016, the team will have completed and distributed the Needs Assessment survey, having 150-200 stakeholders responding to the assessment. The data will then be compiled and available for analysis and future action plan development.

Activities through January 2016:

- Worked with a post-secondary program to conduct a statewide needs assessment on Transition Services.
- Compiled and analyzed surveys, and planned further action.
Kansas Team Members and Roles

Luanne Barron  Educational Administrator
Kevin Milner  Transition Services Staff
Robert Cooper  VR statewide Coordinator of the Deaf (SCD)
Joan Houghton  State Education Consultant
Michelle Keck  Center for Independent Living
Team lead contact information: lbarron@kssdb.org

Information about Kansas

- Square Miles / Area: 81,758.72
- Population: 2,853,118
- School Districts: 312
- DHH Children Ages 14-21: 169

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
**Kansas Team Summary - 2016**

### About this State Team
- **NAME OF LEAD**: Luanne Barron
- **EMAIL ADDRESS**: lbarron@kssdb.org

### Current Team Members
**6 Current Team Members**
- Luanne Barron, Educational Educator
- Joan Houghton, Kansas Department of Education
- Robert Cooper, Statewide Coordinator of the Deaf (SCD)
- Micki Keck, Center for Independent Living
- Kevin Milner, Transition Services Staff
- Kelly Grove, Parent

**10 Members since 2012**

### Taxonomy Area:
Program Structure

### Goal:
Kansas’s goal is to provide equitable and valuable transition services and resources for students who are deaf or hard of hearing, parents, agencies, and stakeholders in order to increase students' quality of life as they transition from secondary education to adulthood.

### Primary Activities:
1. Administered statewide and district level Needs Assessment using QI-2 between August 1, 2014 and June 15, 2015 to identify critical transition-focused needs for Kansas youth who are D/HH
2. Compilation of data via partnership with the Transition Coalition at University of Kansas
3. Data Analysis
4. Development of an action plan to execute the statewide transition planning process using current data to determine trends.

### Factors that Aided in Achievement or Success:
The Transition Coalition at the University of Kansas provides information, training and resources on effective transition practices for students with disabilities. The coalition supported Kansas schools in partnership with Kansas Technical Assistance System Network (TASN) in the areas of secondary transition and dropout prevention. The coalition recommended using the QI-2 for students who are D/HH. Results indicated that transition planning had a high level of implementation across the state. Results indicated that more support is needed in facilitating student involvement, as well as interagency collaboration and community services.

### Barriers:
1. We experienced delays during the process when we had expected 20% of respondents by Dec. 2014 but received smaller number of respondents. We started the process all over again. The challenge for us was to locate all of the students, ages 14-21, who are D/HH. Timing of releasing the survey to one of the largest districts in Kansas at the same time administrative changes were taking place.
2. Our effort comes into the time when the State Government has a priority to respond to Federal WIOA and is formulating the WIOA State Plan, which may last for another 18 months.

### Outputs to Date:
Statewide Needs Assessment survey results

### Outcomes to Date:
With the disaggregated data results, the Kansas Pepnet team was able to identify existing resources as well as gaps in resources to better support transitioning youth. The team is developing a network system for appropriate referrals, as well as assessing the data collected to create short and long term state goals based on unmet needs.

### Sustainability:
Kansas Commission for the Deaf and Hard of Hearing (KCDHH) will carry on the data from QI-2 and effort through its VR Taskforce and Education Committee. Furthermore, KCDHH will develop new action plan in response to State WIOA Plan.

### Impact:
School districts can better prepare teachers, parents, and students for transition from high school to independent living, employment and/or postsecondary planning. With the data, partnering with inter-agencies, delivery of transition services, and identification of state’s available services and resources seem possible.
Program Structure

Goal: Kansas's goal is to provide equitable and valuable transition services and resources for students who are deaf or hard of hearing, parents, agencies, and stakeholders in order to increase students' quality of life as they transition from secondary education to adulthood.

Our Greatest Barrier:

Low number of respondents and timing of survey (re-administered the QI-2 and got a good number of respondents).

Our Best Outputs:

The Transition Coalition at the University of Kansas provides information, training, and resources on effective transition practices for students with disabilities. The coalition recommended using the QI-2. Results indicated that transition planning had a high level of implementation for students who are D/HH across the state.

Outcome:

With disaggregated data results, the Kansas Pepnet team was able to identify existing resources as well as gaps in resources to better support transitioning youth. The team is developing a network system for appropriate referrals, as well as assessing the data collected to create short and long term state goals based on unmet needs.
Kentucky State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The state of Kentucky’s goal is to increase the quality of transition plans for students who are deaf or hard of hearing to improve college and career readiness and ensure successful transitions to postsecondary environments. The team is using trainings and technical assistance to increase the knowledge and readiness of teachers, Rehabilitation Counselors for the deaf, students and parents, allowing them to play a more active role in the planning process. Furthermore, the team is collaborating with state and regional service providers to create a curriculum framework document as well as a training script to assist IEP teams in developing transition plans. By June, 2016, Kentucky will have offered trainings for students, parents, teachers, and counselors, with 75% of participants showing an increase in knowledge as measured by pre-/post-tests. The state will also see a 25% increase in requests for outreach services and increased referrals to RCD’s (Rehabilitation Counselors for the Deaf).

Activities through January 2015:
- Compiled data on students in need of transition services.
- Began work on a key curriculum transition document.

Activities through September 2016:
Kentucky Team Members and Roles

Kentucky Team -- Summit 2015 participants

Tony Peavler  Educational Administrator
Nina Coyer  Deaf Community Member
Vickey Reilly  VR administrator
Kathy Eversole  State Educational Consultant
Kim Meadows  Parent
Team lead contact information:  tony.peavler@ksd.kyschools.us

Information about Kentucky

- Square Miles / Area: 39,486.34
- Population: 4,339,367
- School Districts: 174
- DHH Children ages 14-21: 197

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Kentucky Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Tony Peavler</td>
<td><a href="mailto:Tony.Peavler@ksd.kyschools.us">Tony.Peavler@ksd.kyschools.us</a></td>
</tr>
</tbody>
</table>

**8 Current Team Members**

**12 Members since 2012**

**Representing:**
- Kentucky VR Services; Kentucky Department of Education; Kentucky Div. for Behavioral Health; Parent; Kentucky School for the Deaf – Campus; Kentucky School for the Deaf – Statewide Services; Deaf Adult

<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Interagency Collaboration</th>
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<tbody>
<tr>
<td>Goal:</td>
<td>Teachers of students who are deaf/hard of hearing, Rehabilitation Counselors for the Deaf, students, and parents will have an increased knowledge regarding their roles and responsibilities around the unique transition planning needs of students who are DHH (e.g. self-advocacy, personal future planning, agency roles and responsibilities).</td>
</tr>
</tbody>
</table>
| Primary Activities: | 1) Developed an Annotated Indicator 13 Checklist for teachers serving deaf and hard of hearing students.  
  2) Developing a DHH transition services guide/checklist for teams serving deaf and hard of hearing students. |
| Factors that Aided in Achievement or Success: | We have a very diverse team that has allowed us to consider different perspectives and potential impacts on those we are a striving to serve. Our approach focused on development of knowledge around activities that teachers serving DHH students are required to address through Indicator 13, so teachers are interested in the information being shared. |
| Barriers: | We have lost/changed several team members over the years impacting our rate of progress. |
| Outputs to Date: | 1) Annotated Indicator 13 Checklist for Teachers Serving Deaf or Hard of Hearing Students  
  2) Presentation on the activity at the Kentucky Council for Exceptional Children Conference in 2014 and 2015, and at the Kentucky Educators of the Deaf and Hard of Hearing 2015 Summer Conference. |
| Outcomes to Date: | Through the 2014 and 2015 conference presentations the work has been shared with 40+ teachers who serve DHH students. The Annotated Indicator 13 Checklist for Teachers Serving Deaf or Hard of Hearing Students was disseminated to all 173 public school districts and uploaded to the state department of education’s transition tools website. It is difficult to know how many are using those resources, but we know through consultant feedback that the current document is being utilized across the Commonwealth of Kentucky. |
| Sustainability: | The checklist document that we have created is designed for ease of use and benefit to the teachers who serve deaf and hard of hearing students. We believe that the experienced benefit will promote ongoing use of the documentation. The document that we are still developing will be similarly designed to benefit students, parents, and rehabilitation counselors in addition to school staff. We will work through the state school for the deaf outreach consultants and website to ensure continued dissemination of the resources. |
| Impact: | We do feel that our plan has affected change in our state that will continue to expand. A large number of DHH students in our state are served by teachers who are not certified to teach nor knowledgeable of the unique transition needs of DHH students, and these documents will specifically inform and guide those individuals. Our collaboration with the Department of Education is an additional sustainability factor because the information will continue to be shared as a DOE resource. |
### Goal:

Teachers of students who are deaf/hard of hearing, Rehabilitation Counselors for the Deaf, students, and parents will have an increased knowledge regarding their roles and responsibilities around the unique transition planning needs of students who are DHH (e.g., self-advocacy, personal future planning, agency roles and responsibilities).

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</tr>
<tr>
<td><strong>Our Greatest Barrier: (Overcame? Solution)</strong></td>
<td>Team Changes... We have lost/changed several team members over the years impacting our rate of progress.</td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
<td>Teacher Tools... Annotated Indicator 13 Checklist for Teachers Serving Deaf or Hard of Hearing Students</td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td>Through the 2014 and 2015 conference presentations the work has been shared with 40+ teachers who serve DHH students. The Annotated Indicator 13 Checklist for Teachers Serving Deaf or Hard of Hearing Students was disseminated to all 173 public school districts and uploaded to the state department of education’s transition tools website. It is difficult to know how many are using those resources, but we know through consultant feedback that the current document is being utilized across the Commonwealth of Kentucky.</td>
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</table>
Louisiana State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The state of Louisiana’s goal is to better ensure successful outcomes as students who are deaf or hard of hearing transition from education to independence. To accomplish this goal, the team is developing and implementing a collaborative network of invested stakeholders. The team will hold a half-day team building exercise to identify future avenues of collaboration, data collection, and an enhanced system to better deliver information to students. By June, 2016, Louisiana will have identified and built working relationships with stakeholders and will be in the process of planning a half-day team building exercise with at least 80% of stakeholders present.

Activities through January 2015:
- Compiled data on students in need of transition services.
- Began work on a key curriculum transition document.
Louisiana Team Members and Roles

![Louisiana Team -- Summit 2015 participants](image)

Naomi DeDual  
Community Based Agency Staff  
Gary Montgomery  
Parent  
Carol Thibodeaux  
VR Administrator  

Team lead contact information:  
gsmonty@cox.net

Information about Louisiana

- Square Miles / Area: 43,203.9
- Population: 4,533,372
- School Districts: 70
- DHH Children Ages 14-21: 454

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

Maine State Plan Overview

**Targeted Taxonomy Area:** Interagency Collaboration

**Type of Project:** Collaborative Network

**Summary:** The Maine Summit team will work with agencies and schools that provide direct services and training to Deaf and hard of hearing students transitioning from high school to employment, education, independence, and self-sufficiency to collaborate and develop a Transition Guide for students and their families. They will collaborate on activities and services across agencies, and have monthly meetings and ongoing communication between meetings. By June, 2016, Maine will have worked together to create case examples of successful transition plans.

**Activities through January 2016:**
- Annual Maine Deaf Services Conference, with a breakout session on transition
- Stakeholders meeting in far Northern Maine
- Deaf Self-Advocacy trainings to ages 16+
- Webinar on transition (November 2015) [www.mecdhh.org](http://www.mecdhh.org)
- Maine Deaf and Hard of Hearing Students’ Guide to Transition developed

**Outputs through September 2016:**
- Annual Maine Deaf Services Conference -breakout session on Transition
- Stakeholder meeting in far Northern Maine
- Deaf Self Advocacy Training to ages 16+
- Webinar on Transition (25 live views, plus the file is archived)
- *Maine Deaf and Hard of Hearing Students Guide to Transition* developed and printed: [https://s3.amazonaws.com/SmartsheetB1/34c5b317d68a4f42acfcf47d98e5c8a2f8?response-content-disposition=inline%3Bfilename%3D%2235219+PepNet2+Maine+Transition+Guide+proof+5-26+%282%29.pdf%22%3Bfilename*=%3DUTF-8%27%2735219%27%27PepNet2%27%27Maine%27%27Transition%27%27Guide%27%27Proof%27%275-26%27%27520%27%272528%27%272529.pdf%26Signature=eqzoff92XIGr1%2B5DqN2frPeCyk%3D%26Expires=149265429&AWSAccessKeyId=11950YFE72JFSKKB3G2](https://s3.amazonaws.com/SmartsheetB1/34c5b317d68a4f42acfcf47d98e5c8a2f8?response-content-disposition=inline%3Bfilename%3D%2235219+PepNet2+Maine+Transition+Guide+proof+5-26+%282%29.pdf%22%3Bfilename*=%3DUTF-8%27%2735219%27%27PepNet2%27%27Maine%27%27Transition%27%27Guide%27%27Proof%27%275-26%27%27520%27%272528%27%272529.pdf%26Signature=eqzoff92XIGr1%2B5DqN2frPeCyk%3D%26Expires=149265429&AWSAccessKeyId=11950YFE72JFSKKB3G2)
- Monthly pepnet2 team meetings facilitates interagency collaboration, leading to more seamless outcomes
- 104 D/HH students transition age clients served by VR (no data on D/HH transition students was compiled by VR in the past - we have established the baseline)
Maine Team Members and Roles

Maine Team -- Summit 2015 participants

Conrad Strack
State Education Consultant
Shana Kelley-Cohen
Transition Services Staff
Meryl Troop
Community Based Agency Staff
Sitara Sheikh
Vocational Rehabilitation Counselor (RCD)
Christy Callahan
Parent
Team lead contact information: conrad.strack@mecdhh.org

Information about Maine

- Square Miles / Area: 30,842.92
- Population: 1,328,361
- School Districts: 235
- DHH Children Ages 14-21: 66

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Maine Team Summary - 2016

<table>
<thead>
<tr>
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<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td></td>
<td>Conrad Strack</td>
<td><a href="mailto:conrad.strack@mecdhh.org">conrad.strack@mecdhh.org</a></td>
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<tr>
<th>Current Team Members</th>
<th>Representing:</th>
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<tr>
<td>1 Members since 2012</td>
<td>Deaf Education: Transition Planner, Teacher, Outreach consultant, social worker</td>
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<td></td>
<td>Community: Vocational Rehabilitation, Community Service organization, Parent, Deaf Parent</td>
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<tr>
<th>Taxonomy Area:</th>
<th>Interagency Collaboration</th>
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## Goal:
The Maine Summit Team will work with agencies and schools that provide direct services and training to Deaf and hard of hearing students transitioning from high school to employment, education, independence and self-sufficiency to collaborate and develop a Transition Guide for students and their families.

## Primary Activities:
1. Collaborate on activities that can encompass each other’s agencies.
3. Use social media to highlight transition.

## Factors that Aided in Achievement or Success:
Create opportunities to work together on shared goals.
Keep meetings fun and productive.
Chocolate.

## Barriers:
Our greatest barrier: Agency isolation in a geographically large, rural state.

## Outputs to Date:
1. Annual Maine Deaf Services Conference - breakout session on Transition
2. Stakeholder meeting in far Northern Maine
3. 2 sessions of Deaf Self Advocacy Training to ages 16+
4. Webinar on Transition (live views + archived for continued shelf life)
5. Maine Deaf and Hard of Hearing Students Guide to Transition developed and in beta testing
6. Topic of Deaf school’s graduation speaker, a pn2 team member

## Outcomes to Date:
1. Break down silos by creating goals that match all agencies’ spheres of influence, allowing attendance at monthly meetings.
2. Obtained benchmark information from VR for how many Deaf and HH transition age students are enrolled in VR services.

## Sustainability:
Team members are committed to the transition population, to the pepnet team and to working with each other on these shared goals. Projects are designed to be easily incorporated into current workloads and projects.

## Impact:
1. We know the topic is now on more agendas than it was previously. Parents and educators are beta testing the Guide now, and that means they are already interacting with our materials.
2. Benchmark data from 2014-2015 will provide concrete data on students using VR services in the future.
<table>
<thead>
<tr>
<th>Maine Team Poster</th>
<th>Interagency Collaboration</th>
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</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong> Agency Isolation</td>
<td><strong>Our Best Outputs:</strong> Events that demonstrate our improved interagency collaboration:</td>
</tr>
<tr>
<td><strong>Break down the “silos” and work across agencies. Work arounds:</strong></td>
<td>• Annual Maine Deaf Services Conference – breakout session on Transition</td>
</tr>
<tr>
<td>• Create opportunities to work together on shared goals</td>
<td>• Stakeholder meeting in far Northern Maine</td>
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<td>• Keep meetings fun and productive</td>
<td>• Deaf Self-Advocacy Training to ages 16+</td>
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<td>• And chocolate</td>
<td>• Webinar on Transition (live views + archived)</td>
</tr>
<tr>
<td></td>
<td>• Maine Deaf and Hard of Hearing Students Guide to Transition developed and in beta testing</td>
</tr>
<tr>
<td><strong>Outcome:</strong> Improved Collaboration</td>
<td><strong>Outcome:</strong></td>
</tr>
<tr>
<td></td>
<td>• 4 interagency events presenting an overview of this project with major stakeholders at each meeting</td>
</tr>
<tr>
<td></td>
<td>• Monthly pepnet 2 team meetings facilitates interagency collaboration, leading to more seamless outcomes</td>
</tr>
<tr>
<td></td>
<td>• 104 students transition age clients served by VR</td>
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*Maine Team Information 2012 – 2016*
Maryland State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Transition Resources

Summary: The state of Maryland’s goal is to increase the knowledge and self-advocacy skills of students who are deaf or hard of hearing to better prepare them for a successful transition to the next phase of their lives. To accomplish this goal, the team is creating an insert for the Maryland Transition Planning Guide that focuses on the needs of students who are deaf or hard of hearing. The guide will be distributed to students and parents at the IEP (Individual Education Plan) meeting, providing both parents and students with a rubric for a successful transition. The guide will also be posted on the Maryland Learning Links Website, making transition resources more available to a wider range of people. By September 2016, Maryland will have created the “Guide to Developing Effective Transition Skills for Deaf and Hard of Hearing Students in Maryland” and 60% or more of the students and parents will indicate that this guide is helpful.

Activities through January 2016:
- Focused on the planning of a Student and Family Transition Conference (September 2016).
- Focused on the creation of an informational rack card to be distributed to students during IEP meetings.

Outputs through September 2016:
We created an information card that was distributed to students, parents, and staff. This card will be updated to include a QR code so that there will be an immediate and up-to-date link to relevant electronic resources.

Information card: https://s3.amazonaws.com/Smartsheet81/52ea775d829e4a0bb618533935cea145?response-content-disposition=inline%3Bfilename%3D%22Transition_Chieri_RackCard_BLEED.pdf%22%3Bfilename*%3DUTF-8%27%27Transition_Chieri_RackCard_BLEED.pdf&Signature=%2FQ524y7vu9iW4IFW7fUg%2BRmHPmA%3D&Expires=1492626681&AWSAccessKeyId=11950YFEZJF5XKB3G2
Maryland Team Members and Roles

Maryland Team -- Summit 2015 participants

Christy Stuart  
Transition Services Staff

Hank Passi  
VR Statewide Coordinator of the Deaf (SCD)

Susan Russell  
Educational Administrator

Jennifer Weeks  
Transition Services Staff

Cheri Dowling  
Parent

Team lead contact information:  
susan_russell@mcpsmd.org

Information about Maryland

- Square Miles / Area: 9,707.24
- Population: 5,773,623
- School Districts: 24
- DHH Children Ages 14-21: 401

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Maryland

## About this State Team

<table>
<thead>
<tr>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td>Susan Russell</td>
<td><a href="mailto:susan_russell@mcpsmd.org">susan_russell@mcpsmd.org</a></td>
</tr>
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</table>

### Current Team Members

- Jennifer Weeks, Transition Services Staff
- Cheri Dowling, Parent
- Craig “Hank” Passi, VR Coordinator for the Deaf
- Christy Stuart, Statewide Secondary Transition Specialist
- Susan Russell, Educational Administrator

## Taxonomy Area

- Student-focused Planning

## Goal

To better prepare deaf and hard of hearing students for successful transition from high school to the next phases of their lives by increasing their knowledge, skills, and promote proactive approaches as they relate to transition resources, college, career, trade, and employment training programs, job training, access to accommodations, and other essential services.

## Primary Activities:

1. Explored current practices of informing transition-age youth (14-21) of resources particular to those who are D/HOH.
2. Developed materials for students who are D/HOH as added value to existing transition materials.

## Factors That Aided in Achievement or Success:

1. Regularly scheduled meetings with dedicated team of professionals across the state that generated ideas and enthusiasm.
2. Outcome focused - with a process and product in mind per each meeting and agendas

## Barriers:

1. Changes in personnel at MD State Department of Education
2. Changes in leadership and priorities at the State Office of Deaf/HOH require change from original plan for collaborative activities

## Outputs to Date:

- Secondary Transition Resource Card for Youth Transitioning to Post-School Activities

## Outcomes to Date:

We will begin sharing our Secondary Transition Resource Card to all students, beginning at age 14 who are deaf and HOH. In Maryland, there are currently 401 students ages 14-21. The intent is to bring necessary resources to these students and their families that will enable a smooth transition to post-school settings.

## Sustainability:

The development of this Secondary Transition Resource Card will be shared with students who are deaf and hard of hearing beginning at age 14 during their IEP meetings. The resources will be updated as necessary, but the intent is that these resources specific to this population will provide added value to each student’s transition planning process.

## Impact:

Regular meetings of the team have led to strong collaborative relationships among the State Department of Education, State VR, the School for the Deaf, and local school systems. We anticipate the brochure will provide useful information and resources to all of our transitioning youth and families and empower them to take the lead in their own transition process.
<table>
<thead>
<tr>
<th>Maryland Team Poster</th>
<th>Taxonomy Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To better prepare deaf and hard of hearing students for successful transition from high school to the next phases of their lives by increasing their knowledge, skills and promote proactive approaches as they relate to transition resources, college, career, trade, and employment training programs and job training, access to accommodations, and other essential services.</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong></td>
<td>“The greater the obstacle, the more glory is overcoming it.” - Moliere</td>
</tr>
</tbody>
</table>
| **(Overcame? Solution)** | • Changes in personnel at the Maryland State Department of Education  
• Changes in leadership of the team.  
• Changes in leadership and priorities at the Maryland Governor’s Office of the Deaf and Hard of Hearing required change from original plan for a collaborative activity. |
| **Our Best Outputs:** | • Secondary Transition Resource Card  
• The 3 C’s of Transition: Community, Career, College |
|                      | We will begin sharing our Resource Card with all students, beginning at age 14 who are deaf or hard of hearing. In Maryland, there are currently 401 students ages 14-21. The intent is to bring necessary resources to these students and their families that will enable a smooth transition to post school settings.  
“The difference between who you are and who you want to be is what you do. And what you have to do to get where you want to be may not be pretty or may not come easy.” |
| **Outcome:** | The development of the Secondary Transition Resource Card will be shared with students who are deaf and hard of hearing beginning at age 14 during their IEP meetings. The resources will be updated as necessary, but the intent is that these resources specific to this population will provide added value to each student’s transition planning process. The card will be available at IEP meetings, along with downloadable on a variety of stakeholders’ websites, and on Maryland Learning Links. |
Massachusetts State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Resource Manual

Summary: The state of Massachusetts' goal is to increase the knowledge of students who are deaf or hard of hearing of transition resources and other essential services to better prepare them for a successful transition from high school to the next phase of their lives. To accomplish this goal, the team is creating a statewide brochure. By June 30, 2015, the team will collaborate with the Massachusetts DESE (Department of Elementary and Secondary Education) to secure funds, print the brochure and distribute the brochure to state agencies, schools, and other transition resources. The brochure will also be housed on the Massachusetts Commission for the Deaf and Hard of Hearing's (MCDHH) website with additional resources. The team will also host an "Unveiling Event" to roll out the brochure and will include a keynote speaker and booths with transition resources. The team expects that after one year, June, 2016, 75% of stakeholders will have responded to a survey and 50% of those stakeholders will indicate the brochure has increased parent and student knowledge of the transition process and available resources.

Activities through January 2015:

- Secured funds to carry out the state team’s plans.
- Held two Summits.
- Met with the Massachusetts Departments of Elementary and Secondary Education and applied for a state given grant.
- Worked on the creation of a brochure highlighting the resources made available by the state team.

Outputs through September 2016:
The team created an informational brochure and presentation.

Brochure: https://s3.amazonaws.com/SmartsheetB1/6fb0032cbc9740d396481a09c3aa256e?response-content-disposition=inline%3Bfilename%3D%22Final+brochure.pdf%22&Expires=1492627456&AWSAccessKeyId=11950YFEZZJFSSKB3G2

Presentation: https://s3.amazonaws.com/SmartsheetB1/842d023c00164c9c9a02771c1aad1a67?response-content-disposition=inline%3Bfilename%3D%22Mass.+pn2+presentation+%281%29.pdf%22&Expires=1492627502&AWSAccessKeyId=11950YFEZZJFSSKB3G2
Massachusetts Team Members and Roles

Martha De Hahn  Parent
Mark Dore       VR Statewide Coordinator of the Deaf (SCD)
Ivy Velez       Community Based Agency Staff
Carol-Ann Smalley  Postsecondary Education Program Staff
Nancy Frazer Evangelista  Transition Services Staff
Team lead contact information:  Nancy_Frazer_Evangelista@tlcdeaf.org

Information about Massachusetts

- Square Miles / Area: 7,800.06
- Population: 6,547,629
- School Districts: 244
- DHH Children Ages 14-21: 415

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
<table>
<thead>
<tr>
<th><strong>Massachusetts Team Summary - 2016</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About this State Team</strong></td>
</tr>
<tr>
<td><strong>EMAIL ADDRESS</strong></td>
</tr>
</tbody>
</table>

| **5 Current Team Members** | **Representing:** | Mass. Rehabilitation Commission; Independent Living Center; Parent; School for the Deaf Holyoke Community College |
| **7 Members since 2012** | **5** |

| **Taxonomy Area:** | Student Focused Planning |

| **Goal:** | Our overall goal is to better prepare students who are deaf or hard of hearing for successful transition from high school to the next phases of their lives by increasing their knowledge as it relates to transition resources, career and job training, access and/or accommodations and other essential services. |

| **Primary Activities:** |
| 1) We created a transition brochure (in both paper and electronic format) that is being disseminated to all stakeholders in the state. |
| 2) We hosted a brochure “unveiling” event on September 22, 2015. |

| **Factors that Aided in Achievement or Success:** |
| The team members brought great energy, ideas and the ability to work well together to the process. |
| The excellent support -- from pn2, as well as from the Mass. Department of Elementary and Secondary Education (who provided continuous feedback and a grant) and from the Mass. Commission for the Deaf and Hard of Hearing (MCDHH) -- was invaluable. |

| **Barriers:** |
| In some parts of the state the resources are more plentiful and/or we were able to reach stakeholders easily; there are undoubtedly others that we have not (yet) been able to find. This will be an ongoing area of challenge. |

| **Outputs to Date:** |
| 1) A "Massachusetts Transition Resources for Young Adults Who are Deaf or Hard of Hearing" brochure. |
| 2) A half-day “Transition Opportunities for You!” event on 9/22/15. |

| **Outcomes to Date:** |
| More than 150 students, parents and professionals attended the September 2015 brochure unveiling event. The paper brochure has been mailed to all high schools/guidance counselors in the state. Furthermore, the brochure is housed electronically at the MCDHH website, as well as linked from the DESE site. |

| **Sustainability:** |
| Sustainability strategies – such as semi-annual updates to the electronic version of the brochure -- are still in process. We hope to continue working collaboratively with state agencies such as DESE and MCDHH. |

| **Impact:** |
| Post-event survey results pending. Anecdotal evidence indicates that stakeholders find the brochure very helpful regarding paths to take in preparing for options following high school graduation. |
**Massachusetts Team Information 2012 – 2016**

**Poster Displayed at the 2016 Summit**

### Massachusetts

**Student Focused Planning**

**Goal:** To better prepare students who are deaf or hard of hearing for successful transition from high school to the next phase(s) of their lives by increasing their knowledge as it relates to transition resources, career and job training, access and/or accommodations and other essential services.

**Our Greatest Barrier**

In some parts of the state, the resources are more plentiful and/or we are able to reach stakeholders easily; there are undoubtedly other stakeholders that we have not (yet) been able to find. This will be an ongoing area of challenge.

**Our Best Outputs**

A “Massachusetts Transition Resources for Young Adults Who are Deaf or Hard of Hearing” brochure and a half-day “Transition Opportunities for You!” event in September 2015 to unveil it. Survey findings indicate that students, parents and professionals had a positive experience with the Transition Event. Students are now aware of resources and organizations that were previously unknown and there is an increased awareness that Transition should begin early, at age 14.

---

<table>
<thead>
<tr>
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</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong></td>
<td>In some parts of the state, the resources are more plentiful and/or we are able to reach stakeholders easily; there are undoubtedly other stakeholders that we have not (yet) been able to find. This will be an ongoing area of challenge.</td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
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</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td>More than 150 students, parents, and professionals attended the brochure unveiling event. The paper brochure was mailed to all high schools/guidance counselors in our state. Additionally, the brochure is housed electronically at the Massachusetts Commission for the Deaf and Hard of Hearing website, as well as linked from the Department of Elementary and Secondary Education site.</td>
</tr>
</tbody>
</table>
Michigan State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Resource Manual

Summary: The state of Michigan’s goal is to empower and engage students who are deaf and hard of hearing as they transition into the next phase of their lives. To accomplish this goal, the state is creating the Michigan Secondary Transition guide. The team is collecting information from various stakeholder and support agencies to create a guide that will improve student participation and self-advocacy as they create their transition plans. By June, 2016, a minimum of 70% of the pilot participants given the Michigan Secondary Transition guide will have demonstrated an increased number of identified skills achieved/mastered, as determined by survey monkey resulting data.

Activities through January 2015:
- Developed the Michigan Secondary Transition Guide
- Developed and distributed a survey concerning the Michigan Secondary Transition Guide.
- Analyzed data collected from the survey given and implemented revisions to the Michigan Secondary Transition Guide based upon the survey results.
- Team member appointed as a DHH liaison on the State Transition Services Association Board
- Held structured meetings focusing on the state team’s goals.
- Attended conferences, transition fairs, and in-services to increase knowledge of secondary transition
- Published article on transition written by parent

Outputs through September 2016:
The Michigan Team created a document called "The Secondary Transition Guide" in 2013. The Guide was created to assist professionals in identifying and tracking the transition needs of students who are Deaf or Hard of Hearing from grade 7 to post-secondary. (See attached). The Guide was initially in "pilot" form while the team gathered data on its use. This data was collected via an electronic survey. A link to that survey was included on the last page of the Guide. The Guide was amended based on the input gathered from the survey. The finalized version of the Guide was then made available for download from the Michigan Department of Education-Low Incidence Outreach (MDE-LIO) website on January 23, 2015. The Guide was also made available in a fillable format in July 2015 on the same website.  [https://mdelio.org/deaf-hard-of-hearing/service-delivery-tools](https://mdelio.org/deaf-hard-of-hearing/service-delivery-tools)
Michigan Team Members and Roles

Cynthia Wright
VR Administrator

Mary Knecht
Regional or Local Education Program Teacher

Cynthia Patton-Johnson
Regional or Local Educational Program Teacher

Janel Frost
Parent

Dee Rigg
Audiologist / DHH Consultant

Team lead contact information: mknecht@portageps.org

Michigan Team -- Summit 2015 participants

Information about Michigan

- Square Miles / Area: 56,538.9
- Population: 9,883,701
- School Districts: 551
- DHH Children Ages 14-21: 918

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mary Knecht</td>
<td><a href="mailto:mknecht@portageps.org">mknecht@portageps.org</a></td>
</tr>
</tbody>
</table>

**5 Current Team Members**

**11 Members since 2012**

**Representing:**
- MI Dept. of Education
- MI VR Services
- Midland County Ed Service Agency
- Kalamazoo RESA
- MI Hands & Voices
- Bloomfield Hills Public Schools
- Detroit Public Schools
- Tuscola ISD

**Taxonomy Area:**
- Student Focused Planning

**Goal:**
Our goal is to empower and engage students who are deaf and hard of hearing as they transition into the next phase of their lives by improving student participation and self-advocacy as they create their transition plans.

**Primary Activities:**
- Collaborate with other Transition Coordinators, Staff, and Support Agencies throughout the state at transition fairs, and professional organization conferences to present the Guide as a resource to students and families.
- Also, collaborate with Parent Organizations to present the Guide as a resource to families.

**Factors that Aided in Achievement or Success:**
We have a diverse team with differing skills focused on our goal. Team-wide participation at most outcomes to date. We have support at district, ISD, and state levels. We identified funding source(s) to cover cost of incentives.

**Barriers:**
Our state had difficulty with the statistics access of the number of deaf and hard of hearing children in Michigan. Also, difficulty with the geographic access to the Upper Peninsula, where there’s a lack of certified deaf and hard of hearing teachers/limited access to deaf and hard of hearing students.

**Outputs to Date:**
The Secondary Transition Guide for Students Who are Deaf or Hard of Hearing (Gr. 7 – PHS).
- Presentation of the Guide at annual State Deaf Education Meetings, district in-services, parent, and professional organization conferences.

**Outcomes to Date:**
- Presentation of the Guide at State Professional Development Institute (Aug. 2015, 600+ members).
- Team Member appointed as a DHH Liaison on State Transition Services Association Board (Sept. 2014, 675+ members)

**Sustainability:**
We would like to:
1) keep the link to the Guide as a resource on the State DHH website – [www.mdelio.org](http://www.mdelio.org),
2) keep the Guide posted on the Parent Organization MI Hands & Voices Facebook page,
3) do a Presentation of the Guide as part of the CEC DHH Strand at State CEC conference in Mar. 2016,

**Impact:**
By June 2016, a minimum of 70% of the pilot participants given the Michigan Secondary Transition Guide for Students Who are Deaf or Hard of Hearing (Gr. 7 – PHS) will have demonstrated an increased number of identified skills achieved/mastered, as determined by survey monkey resulting data. Our Guide has affected change in our state by providing a resource to DHH students, teachers, parents, and support agencies to improve student participation and self-advocacy as they create their transition plans.
**Michigan Team Information 2012 – 2016**

Poster Displayed at the 2016 Summit

<table>
<thead>
<tr>
<th>Michigan Team Poster</th>
<th>Student Focused Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Our goal is to empower and engage students who are deaf and hard of hearing as they transition into the next phase of their lives.</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong></td>
<td>Lack of certified deaf and hard of hearing teachers/limited access to deaf and hard of hearing students. Use of technology to access: 1) State DHH website – <a href="http://www.mdelio.org">www.mdelio.org</a>, 2) State Parent Website/Facebook Page – <a href="http://www.mihandsandvoices.org">www.mihandsandvoices.org</a></td>
</tr>
<tr>
<td><strong>(Overcame? Solution)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
<td>The Michigan Secondary Transition Guide for Students Who are Deaf or Hard of Hearing (Gr. 7 – PHS)</td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td>MI Team Experiences</td>
</tr>
</tbody>
</table>

*Michigan Team Information 2012 – 2016*
Minnesota State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Data Collection, Transition Guide, and Webinars

Summary: The State of Minnesota’s goal is to help students who are deaf or hard of hearing maximize their potential and involvement as they transition from high school into post-secondary education options. To accomplish this goal, the team is engaging in a number of strategies, including: 1) adding webinars and resources for teachers and VR counselors to the existing teacher training transition website; 2) expanding existing family/student events to disseminate an increased amount of transition information; 3) extending the current Minnesota Department of Education (MDE) data to include Vocational Rehabilitation Services (VRS) data related to transition aged students; and 4) implementing a post-school outcome survey for deaf, deafblind, and hard of hearing students across the state who have graduated, aged-out, or dropped out.

Outcomes through September 2016:

- Created professional/student webinars to expand our online Deaf & Hard of Hearing transition guide, including an assessment for CEUs.
- Conducted five transition training events for professionals.
- Improved transition data in the Deaf & Hard of Hearing Legislative report to include interagency data.
- Increased from 0 to 5 transition events for parents and students across the state.
- Created a new post-school outcome survey to distribute to Deaf & Hard of Hearing teachers across the state to collect transition information on deaf, hard of hearing, and deafblind students one year after graduation.

Outputs through September 2016:

Minnesota Showcase Video: Members from the Minnesota team are featured in a state showcase video, describing their experiences as a group, reflecting on the changes that were occurring in Minnesota as a result of their partnerships, and identifying any lessons learned through the process. [http://www.csun.edu/ncod/pepnet2](http://www.csun.edu/ncod/pepnet2)

Minnesota Team Members and Roles

Mary Cashman Bakken  
State Education Consultant

Anna Paulson  
Community Based Agency Staff

Greta Palmberg  
Parent

Elise Knopf  
VR statewide Coordinator of the Deaf (SCD)

Jay Fehrman  
Educational Administrator

Team lead contact information:  
glpalmberg@district287.org

Information about Minnesota

- Square Miles / Area: 79,626.74
- Population: 5,303,925
- School Districts: 337
- DHH Children Ages 14-21: 758

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
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<tbody>
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</tr>
<tr>
<td>NAME OF LEAD</td>
</tr>
<tr>
<td>Greta Palmberg</td>
</tr>
<tr>
<td>EMAIL ADDRESS</td>
</tr>
<tr>
<td><a href="mailto:glpalmberg@district287.org">glpalmberg@district287.org</a></td>
</tr>
<tr>
<td><strong><em>5</em> Current Team Members</strong></td>
</tr>
<tr>
<td>Representing:</td>
</tr>
<tr>
<td>MN Department of Education, Mary</td>
</tr>
<tr>
<td>Cashman-Bakken</td>
</tr>
<tr>
<td>MN Vocational Rehabilitation</td>
</tr>
<tr>
<td>Services, Elise Knopf</td>
</tr>
<tr>
<td>VECTOR Transition Services/Parent, Greta-Palmberg</td>
</tr>
<tr>
<td>Commission of Deaf, DeafBlind</td>
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<tr>
<td>and Hard of Hearing Minnesotans, Anna Paulson</td>
</tr>
<tr>
<td>Northeast Metro 916/School</td>
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<tr>
<td>District, Jay Fehrman</td>
</tr>
<tr>
<td><strong><em>6</em> Members since 2012</strong></td>
</tr>
<tr>
<td><strong>Taxonomy Area:</strong></td>
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<tr>
<td>Interagency Collaboration</td>
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<tr>
<td><strong>Goal:</strong></td>
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<tr>
<td>To better prepare teachers,</td>
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<tr>
<td>families and students for</td>
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<tr>
<td>transition from high school to</td>
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<tr>
<td>independent living, employment</td>
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<tr>
<td>and/or postsecondary education.</td>
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<tr>
<td><strong>Primary Activities:</strong></td>
</tr>
<tr>
<td>1. Build upon the online <em>Minnesota Transition Guide for Teachers of the Deaf/Hard of Hearing</em> by adding professional and student videos and CEU credit for teachers. Increasing knowledge about the website to teachers, VR counselors and parents in the state.</td>
</tr>
<tr>
<td>2. Increase the number of transition events for parents and students in the state, especially in rural areas.</td>
</tr>
<tr>
<td>3. Improve transition data in the DHH Legislative report to include interagency data and include DHH post-school outcome survey results (students who graduated in 2015) in 2016 Legislative Report.</td>
</tr>
<tr>
<td>**Factors that Aided in</td>
</tr>
<tr>
<td>Achievement or Success:**</td>
</tr>
<tr>
<td>We were able to align transition</td>
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<tr>
<td>initiatives with other agencies</td>
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<tr>
<td>in our state including Minnesota</td>
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<tr>
<td>Department of Education DHH</td>
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<td>Advisory Committee, University</td>
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<tr>
<td>of Minnesota, Vocational</td>
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<tr>
<td>Rehabilitation Services and the</td>
</tr>
<tr>
<td>many agencies included in the</td>
</tr>
<tr>
<td>Minnesota D/DB/HH Collaborative</td>
</tr>
<tr>
<td>Plan.</td>
</tr>
<tr>
<td><strong>Barriers:</strong></td>
</tr>
<tr>
<td>1. We had insufficient D/DB/HH</td>
</tr>
<tr>
<td>student data to set transition</td>
</tr>
<tr>
<td>goals and no means to collect this</td>
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<tr>
<td>data.</td>
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<tr>
<td>2. There was little opportunity</td>
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<tr>
<td>for communication between</td>
</tr>
<tr>
<td>agencies about transition prior</td>
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<tr>
<td>to the pepnet 2 State Summits.</td>
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<tr>
<td>3. We had many different groups</td>
</tr>
<tr>
<td>and agencies working on</td>
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<tr>
<td>transition without common goals.</td>
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<tr>
<td>We knew progress could be made if</td>
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<tr>
<td>we could align these groups with</td>
</tr>
<tr>
<td>some of our same transition goals and activities.</td>
</tr>
<tr>
<td><strong>Outputs to Date:</strong></td>
</tr>
<tr>
<td>• Creation of professional/student</td>
</tr>
<tr>
<td>webinars to expand our online DHH</td>
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<tr>
<td>transition guide; including an</td>
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<tr>
<td>assessment for CEUs.</td>
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<tr>
<td>• Conducted five transition</td>
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<td>training events for professionals.</td>
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<td>• Improved transition data in the DHH Legislative report to include interagency data.</td>
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<tr>
<td>• Increase from 0 to 5 transition events for parents and students across the state.</td>
</tr>
<tr>
<td>• Created a new post school outcome survey to distribute to DHH teachers across the state to collect transition information on D/HH/DB students one year after graduation.</td>
</tr>
</tbody>
</table>
### Outcomes to Date:

- 2,500 hits on the website for the *Minnesota Transition Guide for Teachers of the Deaf/Hard of Hearing*, including webinars and CEU assessment
- 193 parents/students at five transition events across the state
- 400 professionals at five transition events across the state
- The DHH Post-School Outcome Survey is to be given statewide in March 2016
- Interagency (MDE & VRS) data was shared through the DHH legislative report beginning in 2014

### Sustainability:

We’re still trying to determine strategies for sustainability for plan with support from the Department of Education, Vocational Rehabilitation Services and the MN Collaborative Plan.

### Impact:

- We created an online opportunity for increased knowledge in transition through the Minnesota Transition Guide and related webinars useful to teachers, professionals or parents.
- We created vehicle for collecting post-school outcome data on students who are deaf, deafblind or hard of hearing, which will be used to determine future transition goals and activities for the state.

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**Poster Displayed at the 2016 Summit**

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**Minnesota**

**Interagency Collaboration**

**Goal:** To better prepare teachers, families and students for transition from high school to independent living, employment and/or postsecondary education.

---

**Our Greatest Barriers:**

1. **DATA**
   - Using data to set goals
   - We had insufficient data to set transition goals and no means to collect this data.

2. **DATA**
   - Aligning DHH transition initiatives across agencies
   - We had many different groups and agencies working on transition without common goals.

---

**Outcomes**

1. Teachers and VR counselors have been introduced to the MN Transition Guide for Teachers of Deaf/Hard of Hearing.
2. Increase in the number of transition events for parents and students who are Deaf/Hard of Hearing.
3. Improve transition data in the DHH Legislative report to include interagency data and a new post-school outcome survey.

---

**Our Best Outputs**

1. Creation of an online DHH Transition Guide with videos of students and professionals, CEU’s for teachers, and transition checklists.
2. Creation of a post school outcome survey to collect transition data for students who are D/HH/DB to be given statewide on 3/1/2016.
<table>
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<tbody>
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<td>To better prepare teachers, families, and students for transition from high school to independent living, employment, and/or postsecondary education.</td>
</tr>
</tbody>
</table>
| **Our Greatest Barrier:** (Overcame? Solution) | 1. Using data to set goals. We had insufficient data to set transition goals and no means to collect this data.  
2. Aligning DHH transition initiatives across agencies. We had many different groups and agencies working on transition without common goals. |
| **Our Best Outputs:** | 1. Creation of an online DHH Transition Guide with videos of students and professionals, CEUs for teachers, and transition checklists  
2. Creation of a post school outcome survey to collect transition data for students who are D/HH/DB to be given statewide on 3/1/2016. |
| **Outcome:** | 1. Teachers and VR counselors have been introduced to the *MN Transition Guide for Teachers of Deaf/Hard of Hearing*  
2. Increase in the number of transition events for parents and students who are Deaf/Hard of Hearing  
3. Improve transition data in the DHH Legislative report to include interagency data and a new post school outcome survey. |
Mississippi State Plan Overview

**Targeted Taxonomy Area:** Interagency Collaboration*

**Type of Project:** Collaborative Network

**Summary:** The State of Mississippi’s goal is to better prepare students who are deaf or hard of hearing for the transition process through increased awareness of services currently available across the state. To accomplish this goal, the team is improving inter-agency collaboration among the following entities: 1) MSD (Mississippi School for the Deaf); 2) public schools; 3) MDRS (Mississippi Department of Rehabilitation Services); 4) Postsecondary Institutions; and 5) MS Employment Security Commission. These agencies will form a statewide commission, “Deaf People Work Mississippi,” that will disseminate useful transition information. By June 2016, Mississippi will have marked improvement in dialogue and a shared vision among agencies, collaborative activities, and awareness of available services in the state.

**Activities and Outputs through September 2016:**
As the team continued to work, they shifted their focus from *Interagency Collaboration to Student Development. They were working to establish a career fair and Summer Transition Camp. The enhanced career fair will provide workshops using professionals as presenters to explain their jobs and requirements to attain employment in that profession. For the Summer Transition Camp, they will utilize MSD staff and campus instead of pulling in VR Staff from across the state. They will continue to partner with VR and Hinds Community College locally for staff support, curriculum, activities and work experiences. In this way, some previous attendees may also be able to assist in mentoring roles during the camp and to lead on campus activities.
Mississippi Team Members and Roles

Mississippi Team -- Summit 2015 participants

Diamond Whitker  Transition Coordinator
Tyler Porche'  State Department of Education Representative
Melissa Ausbooks  Personnel Preparation Representative
Lavonda Hart  Vocational Rehabilitation Director
Denee Smith  VR State Coordinator of Deaf Services (SCD)

Information about Mississippi

- Square Miles / Area: 46,923.27
- Population: 2,967,297
- School Districts: 152
- DHH Children Ages 14-21: 280

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Mississippi Team Summary - 2016

## About this State Team

<table>
<thead>
<tr>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td>Denee Smith</td>
<td><a href="mailto:desmith@mdrs.ms.gov">desmith@mdrs.ms.gov</a></td>
</tr>
</tbody>
</table>

### Current Team Members

Representing:
- Denee Smith
- Tyler Porche
- Melissa Aussbrook
- Lavonda Hart
- Diamond Whitaker

### Taxonomy Area:

Student Focused Planning

### Goal:

(Expanded)

To provide students with experiences and information in areas of personal interests for a career planning that would result in long term job satisfaction and the opportunity for advancement rather than an entry level job oriented placement program

### Primary Activities:

- Career fair
- Summer Transition Camp
- Transition Conference held at MSD

### Factors that Aided in Achievement or Success:

Interagency collaboration in contacting businesses and agencies in the area, partners actually pitched in to assist rather than delegating to others to ensure follow through.

### Barriers:

Limited time and personnel, first time experience for several team members in setting up a job fair and Transition Conference

### Outputs to Date:

- Job Fair held in September 2015
- Transition Conference held at MSD in 2014
- Currently planning Transition Camp - collaboration between Hinds Community College, MSD and MDRS

### Outcomes to Date:

- Job Fair, Transition Conference and Interagency collaboration in planning Transition Camp to compliment ESY (extended school year) summer program underway.

### Sustainability:

Career Fair (renamed) and Transition Camp very sustainable, Transition Conference at MSD is entirely dependent on host agency responsible that year

### Impact:

The Job Fair had a positive impact on the students. The Human Resources department from the VA hospital assisted with mock interviews and provided feedback on how to respond more appropriately to interview questions, job shadowing opportunity information with the University Hospital was obtained, partnership information with the local workforce center was obtained and future willingness to come to the school campus to work with students by workforce staff was offered. The plan has allowed for more communication and teamwork by agency staff in working toward common goal of transition program development. Going forward, "Job Fair" focus will be modified to "Career Fair" with the emphasis of partnering with local businesses and agencies to provide more exposure on possible career alternatives for students. Transition Conference provided information, but was not widely attended by mainstream schools so impact was limited.
Mississippi Team Information 2012 – 2016

Poster Displayed at the 2016 Summit Information

Student Focused Planning

Goal: Transition Services focused on Career planning that would result in long term job satisfaction and the opportunity for advancement.

Our Greatest Barrier
Time, Personnel, Coordination
Limited time and personnel, first time experience for several team members in setting up a job fair. Team members not engaged in organizational process of project initially fell to two individuals. Later in the process other state team members were pulled in from previous summits to assist and project was accomplished successfully. This was also the case for the Transition Conference at MSD. Solution has been for more communication and invested team members for planning of events which is proving successful in planning of the Transition Summer Camp.

Our Best Outputs
Job Fair
Job Fair was successful in terms of impact on students awareness of career possibilities. Employers worked with students for Mock Interviews. Information was obtained for job shadowing programs and networking with workforce partners for future collaborations was successful.

Outcome
Two events that had previously not been done provided team members with experiences that can be carried forward to Future planning. Students received information on potential careers and job experience programs to assist in pursuing future employment goals.
Missouri State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The state of Missouri’s plan is to better prepare students who are deaf or hard of hearing as they transition from high school to the next phase of their lives. To accomplish this goal the state intends to increase collaboration between agencies that provide services for transitioning students. The team is creating a resource list. The team will provide information to students, parents, and stakeholders about available state resources. By June 2016, Missouri will have provided 25 students with the ability to identify 2 resources that will help them reach their transition goals.

Activities through January 2015:
- Connected with the Missouri School for the Deaf to provide outreach information to schools.
- Collaborated with Special School Districts to encourage a working relationship with schools.
- RTN sharing information.
- Held structured meetings focused on the state team’s goals
- Identified agencies and resources who can provide services and supports

Outputs through September 2016:
Resource Page available to each team member to share with their agency/school. We have utilized printed resource pages that we purchased with PN2 funds to share at our annual Dept Elementary & secondary Education Transition Summer Institute.
Missouri Team Members and Roles

Missouri Team -- Summit 2015 participants

Wendy Jensen Educational Administrator
Dee Peneston Educational Administrator
Jeff Patridge Parent
Kelly Cook VR Statewide Coordinator of the Deaf (SCD)
Colleen Burdiss Center for Independent Living Staff

Team lead contact information: Kelly.Cook@vr.dese.mo.gov

Information about Missouri

- Square Miles / Area: 68,541.52
- Population: 5,988,927
- School Districts: 522
- DHH Children Ages 14-21: 448

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## Missouri Team Summary - 2016

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<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td></td>
<td>KELLY COOK</td>
<td><a href="mailto:Kelly.cook@vr.dese.mo.gov">Kelly.cook@vr.dese.mo.gov</a></td>
</tr>
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</table>

### Current Team Members

- 5 Members since 2012

### Representing:

- Missouri Vocational Rehabilitation
- Missouri School for the Deaf
- St. Louis Special School District
- Parent
- Center for Independent Living

### Taxonomy Area:

- Interagency Collaboration

### Goal:

Missouri's goal is to better prepare students who are deaf or hard of hearing as they transition from high school to the next phase of their lives. To accomplish this goal the state intends to increase student’s knowledge of resources available to them. By September 30, 2016, Missouri will have provided 25 students with the ability to identify 2 resources that will help them reach their transition goals.

### Primary Activities:

1. Developed Missouri Deaf and Hard of Hearing Transition Resources list.

### Factors that Aided in Achievement or Success:

Our Team consisted of individuals with various backgrounds, agencies, organizations and experiences. Each person brought great ideas to our plan.

### Barriers:

Our biggest barrier was related to the logistics of meeting. We communicated by phone, email and in person. We need a larger network of individuals beyond our group to help in reaching our goal.

### Outputs to Date:

- Deaf and Hard of Hearing Resource List

### Outcomes to Date:

- MO School for the Deaf (MSD) and St. Louis Special School District (SSD) are providing the Resource List to students during high School. Before High School graduation, students will be surveyed to list resources that can assist them.

### Sustainability:

Overall, our goal is to increase student’s knowledge of resources, whether we survey them or not. We provided our resource list to the VR Counselors for the Deaf & Hard of Hearing, MSD staff, SSD staff and to 24 University of Missouri Pre-Employment Transition Specialists. We need to continue to develop our process and actively engage other agencies and schools in providing knowledge of resources to students who are deaf and hard of hearing.

### Impact:

Our impact on students is unknown at this time. MSD and SSD are using the resource list and informing students about the resources. Student surveys have not been completed yet to determine if students are able to identify resources to help them as they transition from high school. Our impact on the system is that through this experience with Pepnet2, our group was formed of people who have never come together to identify a common goal. We connected and discussed statewide needs and identified a goal of increasing student’s knowledge of resources to prepare them for their future.
**Missouri Team Information 2012 – 2016**

**Poster Displayed at the 2016 Summit**

**Interagency Collaboration**

**Goal:** To better prepare students who are deaf and hard of hearing as they transition from HS to the next phase of life. To increase student’s knowledge of resources available to them.

**Our Greatest Barrier:**

Our biggest barrier was related to the logistics of meeting. We communicated by phone, email, and in person. We need a larger network of individuals beyond our group to help in reaching our goal.

Advice: When working as a team, early on identify team member roles, responsibilities, and expectations.

**Our Best Outputs:**

Missouri Deaf and Hard of Hearing Transition Resources

[Tiny images of documents shown]

**Outcome:**

MSD and SSD
Providing Transition Resource Lists & Surveying Students before Graduation

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<table>
<thead>
<tr>
<th>Missouri Team Poster</th>
<th>Interagency Collaboration</th>
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</thead>
</table>
| **Team Members:**    | Kelly Cook, Vocational Rehabilitation  
                        Colleen Burdiss, Paraquad (CIL)  
                        Wendy Jensen, St. Louis Special School District  
                        Jeff Patridge, Parent  
                        Dee Peneston, MO School for the Deaf |
| **Goal:**            | To better prepare students who are deaf and hard of hearing as they transition from HS to the next phase of life. To increase student’s knowledge of resources available to them. |
| **Our Greatest Barrier:** (Overcame? Solution) | Our biggest barrier was related to the logistics of meeting. We communicated by phone, email, and in person. We need a larger network of individuals beyond our group to help in reaching our goal.  
Advice: When working as a team, early on identify team member roles, responsibilities, and expectations. |
| **Our Best Outputs:** | Missouri Deaf and Hard of Hearing Transition Resources  
                         [Tiny images of documents shown] |
| **Outcome:**         | MSD and SSD  
                         Providing Transition Resource Lists & Surveying Students before Graduation |
Montana State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Resource Manual

Summary: The Resources for LIFE—DHH (Living Independently – Forever Empowered) project hopes to positively impact the lives of Montana’s deaf and hard of hearing students by providing support that allows them to share who they are, contribute to the world around them and ultimately strengthen society as a whole. To accomplish this goal by June 2016, the project will provide students with a mechanism in print and on the Montana Office of Public Instruction, Disability and Transition Division, the Montana School for the Deaf and Blind, and the Montana Youth Transition websites to access resources in their region, the state, and the country to support them in gaining and maintaining employment, entering and finishing post-secondary education, and/or vocational training.

Activities through January 2016:
- Connected with other states, expanding the team’s perspectives during the planning stages.

Outputs through September 2016:
The team created a directory of resources (LIFE: Living Independently – Forever Empowered; Resources for Deaf and Hard of Hearing) and posted this directory online for all members of IEP team to access. The LIFE Directory [http://www.opi.mt.gov/pdf/SpecED/Transi/LIFE_Directory.pdf](http://www.opi.mt.gov/pdf/SpecED/Transi/LIFE_Directory.pdf) will be included on these sites: Office of Public Instruction link and Vocational Rehabilitation and Blind Services link (click on the LIFE Directory – Resources for DHH Students).
Montana Team Members and Roles

Kelly Olson                           Educational Representative
Francisco Roman                      State Education Consultant
Kim Schwabe                          Educational Representative
Donna Sorenson                        Educational Administrator
Ginny Haines                         Regional or Local Educational Program Educator
Wendy Williams                       Parent
Team lead contact information:       STulloch@mt.gov

Information about Montana

- Square Miles / Area: 145,545.8
- Population: 989,415
- School Districts: 417
- DHH Children Ages 14-21: 26

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Montana Team Information 2012 – 2016

## About this State Team

<table>
<thead>
<tr>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td>Shawn Tulloch</td>
<td><a href="mailto:stulloch@mt.gov">stulloch@mt.gov</a></td>
</tr>
</tbody>
</table>

## Current Team Members

- **Representing:**
  - Montana School for the Deaf & Blind: Donna Sorensen, Kim Schwabe, Kelly Olson
  - Special Education (local): Virginia Haines; Office of Public Instruction: Francisco Roman
  - Parent: Wendy Williams; Vocational Rehabilitation: Shawn Tulloch

## Taxonomy Area:

- Student-Focused Planning

## Goal:

Our goal is to better prepare deaf and hard of hearing (DHH) students for successful transition from high school to the next phase of their lives by increasing their knowledge about independent living, schooling, career options, and opportunities and knowing how to access those options.

## Primary Activities:

1. Create surveys and send them to local/regional programs and parents of DHH students to help us identify resources.
2. Create guidelines for the DHH students to help them plan their lives; they can take advantage of the resources while developing transition IEP goals.

## Factors that Aided in Achievement or Success:

It takes a team effort to reach our goals. When we sent out surveys the first time, we did not get results. But we tried again and were able to get some feedbacks. The second time produced success.

## Barriers:

Minimal responses to our surveys are one of the barriers. It is also a challenge for team members to meeting in person due to commitments, distance, and technical issues/ability to meet remotely.

## Outputs to Date:

1. Information about this project was shared by presenting to special educators, Office of Public Instruction, Vocational Rehabilitation, and parents.
2. Surveys were created and sent out to school districts and parents.

## Outcomes to Date:

After completing the surveys & gathering information, we started our directory of resources to be titled “Living Independently – Forever Empowered (LIFE).” We also identified the websites where this directory can be accessed: Montana School for the Deaf & Blind, Office of Public Instruction, and Vocational Rehabilitation.

## Sustainability:

Montana Team plans to meet at least once a year to review out information and do updates. This can be done remotely or some other venues. Due to different representatives on the team, there will be a continued effort to bring about collaboration among the agencies during this process.

## Impact:

We are offering a directory of resources which has previously not been put together for the state to access. Schools had to rely on what they had and know. This directory will be accessible to all through the various websites and will be updated annually. The collaboration within the different agencies and groups will lead to additional opportunities for improving statewide services.
**Montana Team Information 2012 – 2016**

**Poster Displayed at the 2016 Summit**

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**Student-Focused Planning**

**Goal:** To better prepare deaf and hard of hearing students for successful transition from high school to the next phases of their lives by increasing their knowledge about independent living, schooling, and career options and opportunities and knowing how to access those options.

**Our Greatest Barriers**
- The team’s ability to meet due to work commitments and distance.
- Minimal responses to our surveys.
- Challenges with technology and ability to meet remotely.

**Our Best Outputs**
- Surveys were created and sent out to school districts across the state.
- Montana state team overview/summit description shared with state Office of Public Instruction, state special education directors, MT Vocational Rehab, and parents.

**Outcome**
*We finished our poster.*
*We completed a survey to gather information.*
*We have started our directory of resources: L.I.F.E. — Living Independently, Forever Empowered.*
*We have identified the websites where the directory of resources may be accessed: Office of Public Instruction, Montana School for the Deaf and Blind, and Vocational Rehabilitation.*

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<table>
<thead>
<tr>
<th>Montana Team Poster</th>
<th>Student-Focused Planning</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To better prepare deaf and hard of hearing students for successful transition from high school to the next phases of their lives by increasing their knowledge about independent living, schooling, and career options and opportunities and knowing how to access those options.</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong> (Overcame? Solution)</td>
<td>The team’s ability to meet due to work commitment and distance. Minimal responses to our surveys. Challenges with technology and ability to meet remotely.</td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
<td>Surveys were created and sent out to school districts across the state. Montana state team overview/summit description shared with state Office of Public Instruction, state special education directors, MT Vocational Rehab, and parents.</td>
</tr>
</tbody>
</table>
| **Outcome:**          | • We finished our poster.  
                        • We completed a survey to gather information.  
                        • We have started our directory of resources: L.I.F.E. — Living Independently, Forever Empowered  
                        • We have identified the websites where the directory of resources may be accessed: Office of Public Instruction, Montana School for the Deaf and Blind, and Vocational Rehabilitation. |
Nebraska State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Youth Activity

Summary: The state of Nebraska's goal is to use the Person-Centered Planning process for students who are Deaf or Hard of Hearing. The Person-Centered Planning process includes training facilitators, conducting student-centered planning meetings, providing support to facilitators and increasing family involvement as students prepare to successfully transition from high school to the next phase of their lives. By June, 2016, 80% of approximately 40 Nebraska students (freshman from the 2013-2014 school year) who are Deaf or Hard of Hearing will have participated in the Person-Centered Planning process. It is expected that the knowledge gained will be reflected in 80% of the transition goals on the IEP and in the post-process surveys.

Activities through January 2015:

- Held a person centered planning training for teachers of the deaf, administrators, and Department of Education staff.
- Completed stakeholder training.
- Initiated pilot program for students with additional activities.
- Distributed and analyzed pre- and post-training surveys; evaluated process.
- Created an informational video on person-centered planning process.
Nebraska Team Members and Roles

Vicki Steinhauer-Campbell - Vocational Rehabilitation Representative
Jill Bird - Educational Administrator
Pat Bracken - VR Statewide Coordinator of the Deaf (SCD)
Jonathan Scherling - Personnel Preparation
Donna Moss - Educational Administrator
Rhonda Fleischer - State Education Consultant
Laura Barrett - Educational Administrator
Team lead contact information: rhonda.fleischer@esu9.us

Information about Nebraska

• Square Miles / Area: 76,824.17
• Population: 1,826,341
• School Districts: 251
• DHH Children Ages 14-21: 195

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## Nebraska Team Summary - 2016

### About this State Team

<table>
<thead>
<tr>
<th>NAME OF LEAD</th>
<th>Rhonda Fleischer</th>
<th>EMAIL ADDRESS</th>
<th><a href="mailto:rhonda.fleischer@esu9.us">rhonda.fleischer@esu9.us</a></th>
</tr>
</thead>
</table>

### Current Team Members

- **6** Members Representing:
  - Nebraska Department of Education, Vocational Rehabilitation, Post-Secondary Education, Public School Administrators, Parents, Regional Programs, Teachers of the D/HH

### Taxonomy Area:

- **Student Focused Planning**

### Goal:

Through the use of a systematic transition approach, referred to as Person-Centered Planning (PCP), that includes training for facilitators, student-center planning meetings, support for facilitators and increased family involvement, deaf and hard of hearing students will be better prepared for successful transition from high school to the next phases of their lives.

### Primary Activities:

1. Statewide teacher/administrator trainings
2. Conduct Person Centered Planning meetings
3. Increased transition awareness and activities for students statewide

### Factors that Aided in Achievement or Success:

1. A strong established network of stakeholders throughout our state
2. Regional program funding through NDE
3. Administrative support and understanding
4. Regularly scheduled Summit Team meetings

### Barriers:

1. Time constraints
2. Lack of teacher support and understanding
3. Lack of parent investment and long term understanding

### Outputs to Date:

1. Numerous workshops and training opportunities for professionals, parents and students within Nebraska and across the nation
2. VR Tip Sheet specific to students who are deaf or hard of hearing
3. Newsletter articles
4. Transition Resource Guides and Exploration workshops
5. Student focus groups
6. Initial planning for statewide conference on 9/24/16 for professionals and parents
7. Planning for a “College Simulation Experience” for students who are college bound

### Outcomes to Date:

1. Teacher training – 45 participants
2. Administrator meetings – 85 participants
3. PCP teams (include students, parents, other family members, IEP team members) – 15 teams
4. Student Activities - 120 high school student participants

### Sustainability:

The Nebraska summit team will continue to meet beyond the Summit series. We have expanded our membership to help generate new ideas and to ensure continued commitment and sustainability. Regional programs have made transition a statewide focus and that priority will continue. Funding through NDE is expected to continue.

### Impact:

1. Heightened awareness of the increased need for continual transition focus
2. More students involved in a life-long planning process
3. Specific training for teachers of the D/HH, resulting in student awareness of the importance of transition activities and resources related to life after high school
4. Improved transition planning through the IEP process
5. Better collaboration and communication among Nebraska stakeholders
**Student Focused Planning**

**Goal:** Through the use of a systematic transition approach, referred to as Person-Centered Planning (PCP), that includes training for facilitators, student-centered planning meetings, support for facilitators and increased family involvement, deaf and hard of hearing students will be better prepared for successful transition from high school to the next phases of their lives.

<table>
<thead>
<tr>
<th>Nebraska Team Poster</th>
<th>Student Focused Planning</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Through the use of a systematic transition approach, referred to as Person-Centered Planning (PCP), that includes training for facilitators, student-centered planning meetings, support for facilitators and increased family involvement, deaf and hard of hearing students will be better prepared for successful transition from high school to the next phases of their lives.</td>
</tr>
</tbody>
</table>
| **Our Greatest Barrier** | • Time constraints  
• Lack of teacher support and understanding  
• Lack of parent investment and long term understanding |
| **Our Best Outputs:** | • Numerous workshops and training opportunities for professionals, parents, and students  
• VR Tip Sheet specific to students who are deaf or hard of hearing  
• Newsletter articles  
• Transition Resource Guides and Exploration workshops  
• Student focus groups  
• Initial planning for statewide conference on 9/24/16 for professionals and parents  
• Initial planning for a “College Simulation Experience” for students who are college bound |
| **Outcomes:** | • Teacher training  
• Administrator meetings – 70 participants  
• PCP teams (include students, parents, other family members, IEP team members)  
• Student activities – 120 high school student participants |
Nevada State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The state of Nevada's plan is to better prepare students who are deaf or hard of hearing for a successful transition from high school to post-secondary services by increasing their knowledge and skills as they relate to transition resources. To accomplish this goal the state is using interagency collaboration to further develop and implement existing transitional services. Information will be disseminated among cooperating agencies and, funding/staffing needs for transitional services are being determined. By June 2016, 85% of students ages 16 to their 22nd birthday will have a comprehensive transition plan, greater awareness of options available to them after completing high school, and an ability to demonstrate the importance of self-determination and advocacy in reaching their transition goals.

Activities through January 2016:
- Developed and filled a new position -- "Transition Specialist for the Deaf and Hard of Hearing"
- Established an extensive list of invested stakeholders.
- Solidified the direction the state team will continue in.
- Presented to State Special Education Directors
- In the process of developing a brochure
Nevada Team Members and Roles

Karen Laird
Educational Administrator
Kimberlee Holloway
Parent; Local or regional school district
Cindy Roller
Parent
Antoinette Lewis
Transition Specialist for the Deaf
Betty Hammond
Community agency administrator

Team lead contact information: kslaird@interact.ccsd.net

Information about Nevada

- Square Miles / Area: 109,781.18
- Population: 2,700,551
- School Districts: 17
- DHH Children Ages 14-21: 168

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## Nevada Team Summary - 2016

### About this State Team

<table>
<thead>
<tr>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td>Karen Laird</td>
<td><a href="mailto:kslaird@interact.ccsd.net">kslaird@interact.ccsd.net</a></td>
</tr>
</tbody>
</table>

### 5. Current Team Members since 2012

Representing: Parent, NV Hands & Voices, NV VR Services, Local School District

### Taxonomy Area:

Program Structure; Interagency Collaboration

### Goal:

D/HH students will be prepared for a successful transition from high school to post-secondary services by increasing their knowledge and skills as they relate to transition resources, career and job training, and community agencies.

### Primary Activities:

1) Presented to State Board of Education and state Special Ed Administrators;  
2) Developed a statewide survey  
3) Created and implemented a DHH transition specialist position for the CCSD

### Factors that Aided in Achievement or Success:

Transition information provided to all state school districts via full day training by Pepnet2 state team, team collaboration, Pnp2 Map-it staff development training, collaboration with CCSD transition department

### Barriers:

Time, funding, administrative support

### Outputs to Date:

Data/Survey collection tool; Parental/Family information materials; Statewide Coalition

### Outcomes to Date:

1) DHH HS students have a comprehensive transition plan that includes information about available resources and transition services.  
2) DHH HS students have a greater awareness of the education, training, and employment options available after completing high school.

### Sustainability:

Education provided will continue to equip students with the transition skills required for post-secondary success.

### Impact:

This plan calls for the development and implementation of ongoing transitional services so DHH students have greater access to post-secondary options. Through interagency collaboration, comprehensive transition plans are being developed. Information related to program planning is being disseminated among cooperating agencies and funding/staffing needs for transition services continue to be determined. The plan provides for shared delivery of transition-related services to students, families, and service providers.
### Student-focused Planning

**Goal:** DHH students will be prepared for a successful transition from high school to post-secondary services by increasing their knowledge and skills as they relate to transition resources, career and job training, and community agencies.

**Our Greatest Barrier:** Administrative Support and Funding

We had the opportunity to present information about Deaf Culture, current issues in education, and transition planning to all state school district Special Education administrators at the State Department annual Mountain Madness Conference.

**Our Best Outputs:**

- **DHH Transition Specialist**
  - DHH HS students have a comprehensive transition plan that includes information about available resources and transition services.
  - DHH HS students have a greater awareness of the education, training, and employment options available after completing high school.

**Outcome:**

Quality Transition Plans; Statewide Collaboration

This plan calls for the development and implementation of ongoing transitional services so DHH students have greater access to post-secondary options. Through interagency collaboration, comprehensive transition plans are being developed. Information related to program planning is being disseminated among cooperating agencies and funding/staffing needs for transition services continue to be determined. The plan provides for shared delivery of transition-related services to students, families, and service providers.

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<td><strong>Our Best Outputs:</strong></td>
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<tr>
<td></td>
<td>DHH HS students have a comprehensive transition plan that includes information about available resources and transition services.</td>
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<tr>
<td></td>
<td>DHH HS students have a greater awareness of the education, training, and employment options available after completing high school.</td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td>Quality Transition Plans; Statewide Collaboration</td>
</tr>
<tr>
<td></td>
<td>The plan calls for the development and implementation of ongoing transitional services so DHH students have greater access to post-secondary options. Through interagency collaborations, comprehensive transition plans are being developed. Information related to program planning is being disseminated among cooperating agencies and funding/staffing needs for transition services continue to be determined. The plan provides for shared delivery of transition-related services to students, families, and service providers.</td>
</tr>
</tbody>
</table>
New Hampshire State Plan Overview

Targeted Taxonomy Area: Student Development

Type of Project: Youth Activity

Summary: The New Hampshire State Transition Team strives to empower students who are deaf and hard of hearing for successful postsecondary transitions by providing evidence based tools to improve positive outcomes related to academic, career and independent living settings. By June 30, 2016, as a result of three NH based transition events, a minimum of 20 students who are deaf and hard of hearing, between the ages of 12-21, will have a greater awareness of the importance of self-advocacy in transition planning, knowledge of where to locate resources, and a broader view of the variety of options for life after high school. In spring of 2015, the State Team will host an Information Fair to distribute resources and materials to students, families and professionals working with transitioning youth. In the fall, our pepnet2 team will partner with Northeast Deaf and Hard of Hearing Services to host a fifteenth annual Working Together Conference focusing on Transition Services for Students who are Deaf and Hard of Hearing. We will conclude the 2015 year with a second annual Student Panel, which will showcase returning and new panel members who will share their transition stories with the community. With these community events, as well as the continuing support of pepnet2, the New Hampshire State Team hopes to achieve two specific outcome measures. First, according to pre- and post-event surveys, 70% of participating students will demonstrate an overall increase in their understanding of the transition process. Second, using a transition assessment tool designed for students with disabilities, the state team will coordinate with direct service providers to implement this tool in order to evaluate the strengths, challenges and goals identified by students who are deaf and hard of hearing. A minimum of 10 students between the ages of 12 – 21 will complete the Transition Assessment and Goal Generator (TAGG) by June 2016.

Activities through January 2016:

- Distributed tasks among state team members, to accomplish state goals.
- Reported state team’s progress to larger stakeholder group at a statewide transition conference
- Held structured meetings focusing on the state team’s plan.
Outputs through September 2016:

Originally our main focus were workshops to provide important information, role models and panel discussions as well as exhibits from agencies and organizations that have a significant role in providing services for successful transition from secondary education to postsecondary life. The focus shifted to training professionals who work with deaf and hard of hearing students because the majority of our students are mainstreamed in New Hampshire. Therefore, we did a series of presentations to special education professionals, Vocational Rehabilitation Counselors, Speech and Language Pathologists, and Independent Living Professionals.

We presented 5 workshops in the last 3 years, two specifically for student who are deaf and hard of hearing
1. "NH CU4 Reality Fair" The CU4Reality Financial Education Program begins with classroom curriculum and concludes with a CU4Reality Fair. Through the efforts of credit unions and volunteers from dedicated community businesses, students experience a real-life simulation of spending and budgeting based on career choices and lifestyle decisions.
2. “What's Next? Life after High School for students who are Deaf or Hard of Hearing-their parents and guardians." An information fair and student panel of recent graduates.

In addition, several members of the New Hampshire team published an article in the Gallaudet University publication, Odyssey, The Power and Potential of Collaboration. "New Hampshire: Collaboration Works for Professionals and Students.”
New Hampshire Team Members and Roles

Mary Lane
State Education Consultant

Tom Downes
Transition Services Staff

Kelly Fleese
Vocational Rehabilitation Counselor (RCD)

JoAn Saxe
Parent

Michele Chaplen
State Education Consultant

Peggy Reike

Lori McLaren

Team lead contact information:
mchaplen@ndhhs.org

Information about New Hampshire

- Square Miles / Area: 8,952.65
- Population: 1,316,470
- School Districts: 178
- DHH Children Ages 14-21: 73

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

# New Hampshire Team Information 2012 – 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Michele Chaplen</td>
<td><a href="mailto:mchaplen@ndhhs.org">mchaplen@ndhhs.org</a></td>
</tr>
</tbody>
</table>

**6 Current Team Members**

**4 Members since 2012**

**Representing:**
- New Hampshire Department of Education, Manchester Program for the D/HoH, NH Vocational Rehabilitation, Northeast D/HoH Services, NH D/HoH Education Initiative, NH Commission on Deafness

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**Taxonomy Area:** Program Structure

**Goal:** To better prepare students who are deaf or hard of hearing for a successful transition to life after high school, whether that life includes school, work or family. Together, with students, parents and service providers, we promote the acquisition of skills specific to the needs of individuals with hearing loss. The New Hampshire State Team is dedicated to building the capacity and sustainability of positive postsecondary outcomes.

**Primary Activities:**
- Technical assistance and professional development activities designed to increase collaboration with students, families, state agencies and community leaders. These activities include information fairs augmented by regular trainings on the Transition Program Web portal, including the information and resources therein.

**Factors that Aided in Achievement or Success:**
- The predominate factor that aided our team’s achievement was the adaptable program design fostered by pepnet2 and their State Champions. The freedom to overhaul our initial conceptualization encouraged an innovative, technology-based solution to build the resources and infrastructure to effect a significant change in the service provision of postsecondary transition skill development for students who are deaf and hard of hearing.

**Barriers:**
- Working in a rural state, with students of a low-incidence disability is a continual challenge given the recurrent changes in the needs and number of this population. Geographic barriers exacerbated by variable needs in communication access create an environment unfavorable to program design.

**Outputs to Date:**
- The State Team envisions the launch of a Plug-In Curriculum Module, which combines the best transition-based resources with an existing state framework. A program design resulting in the first statewide virtual learning tool crafted for students with hearing loss. Implementation of the Plug-in Curriculum Module through a series of Technical Assistance and Professional Development workshops. Two National conferences and several state trainings were completed in the last year.

**Outcomes to Date:**
- By June 30, 2016, New Hampshire students who are deaf or hard of hearing will experience a previously unavailable range of opportunities to develop individually based postsecondary transition skills. These opportunities will be presented on-line, hosted by a statewide web-portal with the ability to grant course credit for completed curriculum modules.

**Sustainability:**
- We are a rural state without a centralized school for the deaf, two characteristics which limit the development and maintenance of effective transition programs. To overcome this barrier, we embraced a collaborative approach to systems change and fully engaged with communities that share our goal. After collaborating with these communities and networks, we learned that “to go far, we need to go together.” We look forward to an educational and exciting journey!

**Impact:**
- New Hampshire students who are deaf or hard of hearing will gain the necessary knowledge and skills to effectively achieve their postsecondary goals in employment, educational placement and community involvement. A dedicated focus on the development of self-advocacy and efficacy will support our students in becoming productive and successful adults.
- Together, with students, parents and service providers, we promote the acquisition of skills specific to the needs of individuals with hearing loss. The New Hampshire State Team is dedicated to building the capacity and sustainability of positive postsecondary outcomes.
New Hampshire Team Information 2012 – 2016

Poster Displayed at the 2016 Summit

New Hampshire

**Taxonomy: Program Structure**

**Goal:** To build the capacity and sustainability of postsecondary transition services for students who are deaf and hard of

**Program Structure**

**Goal:** To build the capacity and sustainability of postsecondary transition services for students who are deaf and hard of

**Our Greatest Barrier:**

We are a rural state without a centralized school for the deaf, two characteristics which limit the development and maintenance of effective transition programs. To overcome this barrier, we embraced a collaborative approach to systems change and fully engaged with communities that share our goal.

Partnering with these communities and networks we learned that “to go far, we need to go together.” We look forward to an educational and exciting journey!

**Outcome:**

By June 30, 2016, New Hampshire students who are deaf or hard of hearing will experience a previously unavailable range of opportunities to develop individually based postsecondary transition skills. These opportunities will be presented on-line, hosted by a statewide web-portal with the ability to grant course credit for completed curriculum modules.

**Output:**

The State Transition Team envisions the creation and launch of a Plug-In Curriculum Module, which combines the best transition-based resources with an existing state framework. A program design resulting in the first statewide virtual learning tool crafted for students with hearing loss. Implementation of the Plug-in Curriculum Module through a series of Technical Assistance and Professional Development trainings.

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<td>To build the capacity and sustainability of postsecondary transition services for students who are deaf and hard of hearing</td>
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<tr>
<td><strong>Our Greatest Barrier:</strong> (Overcame? Solution)</td>
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New Jersey State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Transition conference

Summary: The State of New Jersey’s goal is to increase students’, parents’, and professionals’ understandings of their state resources to better prepare students for a successful transition. To accomplish this goal, the team is developing an ongoing Transitional Conference, the first of which was scheduled for April 2015. The team is fostering a collaborative network to help host the annual statewide one-day Transitional Conference and appropriate resources for dissemination. The conference was postponed due to unforeseen circumstances. New Jersey plans to host annual Transition conferences, where at least 50 students/parents will learn the importance of self-advocacy skills and developing transition plans as they prepare to transition. The state will also see, at the completion of each conference, 80% of participants indicate an increase in knowledge and positive attitude regarding future plans, and 80% of professionals indicating an increase in knowledge about available state services and resources.

Activities through January 2016:
- Transition conference agenda created, including keynote speaker, breakout sessions, and panel discussions
- List of vendors have been identified
- Brochure has been drafted and "save the date" correspondence will be shared when dates are confirmed
New Jersey Team Members and Roles

Tanya Onsongo  
Vocational Rehabilitation SCD

Alyse Rokita  
Community-based Agency Staff

Sue Schmidberger  
Parent

Team lead contact information:  
RokitaA@Alternativesinc.org

Information about New Jersey

- Square Miles / Area: 7,354.22
- Population: 8,791,894
- School Districts: 613
- DHH Children Ages 14-21: 533

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## New Jersey Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td></td>
<td>Alyse (Betso) Rokita</td>
<td><a href="mailto:RokitaA@Alternativesinc.org">RokitaA@Alternativesinc.org</a></td>
</tr>
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<th>Current Team Members 4 Members since 2012</th>
<th>Representing:</th>
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<tbody>
<tr>
<td></td>
<td>NJ Transition Services (Bridges to Employment, A Division of Alternatives, Inc.), Parent</td>
</tr>
</tbody>
</table>

### Taxonomy Area:
Interagency Collaboration

### Goal:
To better prepare DHH students for successful transition from high school to the next phases of their lives by exposing them to successful DHH role models and increasing their knowledge, skills (including self-advocacy) and attitudes as they relate to transition resources, career and job training, access/accommodations and other essential services through annual conferences.

### Primary Activities:
Host a one-day statewide transition conference for all DHH students. Conference will include concurrent student, parent and professional tracks.

### Factors that Aided in Achievement or Success:
Relatively good cooperation between agencies in setting up speakers for main session and break-out sessions. Committees were set up to accomplish this. We made sure each session within a track would be relevant to the attendees.

### Barriers:
Chosen venue was not available due to renovations that were not completed on time and the retirement of the superintendent of the school for the deaf in NJ where the conference was supposed to be held (2 cancellations - no future date set yet).

### Outputs to Date:
Transition Conference Planning Guide Agenda for Conference with speakers engaged.

### Outcomes to Date:
Nothing yet, although we have had two different dates chosen for the conference. We do, however, have an agenda for the conference set.

### Sustainability:
Unsure at this point.

### Impact:
Unknown.
**New Jersey Team Information 2012 – 2016**

**Poster Displayed at the 2016 Summit**

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### Interagency Collaboration

**Goal:** To better prepare DHH students for successful transition from high school to the next phases of their lives by exposing them to successful DHH role models and increasing their knowledge, skills (including self-advocacy) and attitudes as they relate to transition resources, career and job training, access/accommodations and other essential services through annual conferences.

**Our Greatest Barrier**  - *No venue to hold conference!*

Our chosen venue, the New Jersey School for the Deaf, was not available due to renovations that were not completed on time. Then, the superintendent of that school (and team member) retired. We were forced to cancel twice, and now have no date set yet. Our hope is to re-schedule for sometime this coming spring.

**Outcome**

No conference yet, although we have had two different dates chosen.

**Our Best Outputs**

*Transition Planning Guide & Conference Agenda*

We've had success in planning, engaging the speakers and setting up the logistics of the conference. *Now, we must make sure it all happens!*

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<tr>
<td><strong>Our Best Outputs:</strong></td>
<td>Transition Planning Guide &amp; Conference Agenda</td>
</tr>
<tr>
<td></td>
<td>We’ve had success in planning, engaging the speakers and setting up the logistics of the conference. Now, we must make sure it all happens!</td>
</tr>
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<td><strong>Outcome:</strong></td>
<td>No conference yet, although we have had two different dates chosen.</td>
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</table>
New Mexico State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The state of New Mexico’s goal is to improve services for students who are deaf and hard of hearing and transitioning to post-secondary life. To accomplish this goal, the team has created a collaborative network of service agencies including NMDVR (New Mexico Department of Vocational Rehabilitation); NMSD (New Mexico School for the Deaf); NMCDHH (New Mexico Commission for the Deaf and Hard of Hearing); New Mexico Department of Workforce Solutions; and the New Mexico Public Education Department (NMPED). The team will create an MOU (Memorandum of Understanding) requiring the sharing of data with the network of agencies. Additionally, the team is developing and providing trainings run by NMSD and NMCDHH, for agencies providing service to deaf and hard of hearing students transitioning to post-secondary life. By June 2017, New Mexico will have drafted, vetted and approved an MOU between selected agencies and be conducting regular trainings for service agencies.

Activities through January 2016:
- Implemented trainings for DVR and DWS; plan to add trainings for the New Mexico Public Education Department soon.
- Worked through issues concerning data sharing between key stakeholders.
- Held structured meetings focusing on the state team’s goals.
New Mexico Team Members and Roles

Larry Campos
Community Based Agency Staff

Susan Pepper-Jojola
State Education Consultant

Charlene Chavez
VR Administrator

Jesse Woosley
Transition Services

Richard Bailey
Community Based Agency Staff

Team lead contact information: susan.jojola@nmsd.k12.nm.us

Information about New Mexico Information
- Square Miles / Area: 121,298.15
- Population: 2,059,179
- School Districts: 89
- DHH Children Ages 14-21: 700

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## New Mexico Team Summary - 2016

### About this State Team
- **NAME OF LEAD**: Susan Pepper-Jojola
- **EMAIL ADDRESS**: Susan.jojola@nmsd.k12.nm.us

### Current Team Members
- **Representing:**
  - New Mexico School for the Deaf (Outreach and Transition)
  - New Mexico Commission for the Deaf and Hard of Hearing
  - New Mexico Division of Vocational Rehabilitation
  - New Mexico Department of Workforce Solutions

### Taxonomy Area:
- Interagency Collaboration

### Goal:
Our goal is to improve services for deaf and hard of hearing individuals transitioning to post-secondary life by creating a collaborative network of service agencies such as: NMDVR (New Mexico Department of Vocational Rehabilitation); NMSD (New Mexico School for the Deaf); NMCDHH (New Mexico Commission for the Deaf and Hard of Hearing); NMDWS (New Mexico Department of Workforce Solutions); and others. This group will develop a Memorandum of Understanding (MOU) between service agencies to collect and share data. Additionally, the team is providing trainings (presented by NMSD and NMCDHH) for agencies providing service to deaf and hard of hearing students transitioning to post-secondary life.

### Primary Activities:
1. Trainings for service agencies on enhancing post-secondary outcomes for deaf and hard of hearing youth in transition
2. Memorandum of Understanding for the purpose of collecting and sharing data

### Factors that Aided in Achievement or Success:
Our team is comprised of agency representatives who are highly motivated and focused on collaborative effort. The team created “buy-in” within, and garnered support from their agencies, as well as some third party agencies.

### Barriers:
New Mexico is a large state in which the majority is rural. There is a general lack of communication access for deaf and hard of hearing people in these rural areas, and this impacted our trainings. Other factors impacting the trainings were: high staff turnover, lack of understanding of cultural and language issues, time limitations and “red tape” (especially in the area of funding policy/processes).

### Outputs to Date:
1. 5 regional trainings mandated for DVR staff (to include all offices)
2. Training for three offices in the northern region for NMWDS
3. MOU draft completed

### Outcomes to Date:
We have provided trainings on enhancing post-secondary outcomes for over 70 DVR state-wide staff members including counselors, rehab techs, support staff, and management. To date, most DVR offices have been trained.

### Sustainability:
Our team, now named the New Mexico Deaf and Hard of Hearing Transition Alliance (ITA), will continue after the Summit. Plans have already been made to add new agencies to the Alliance. Trainings as well as work on the MOU are scheduled to continue. We will continue to work on buy-in from other agencies.

### Impact:
1. Our team has created a communication network that did not previously exist in New Mexico, and all agencies involved have reported increased collaboration with each other. This has led to collaboration with other agencies, as well. ITA is now supporting, and members are spear-heading, other events happening for deaf and hard of hearing students around the state (For example, the NMSD Career Expo).
2. DVR reports the trainings have increased awareness of the needs of deaf and hard of hearing transitioning youth. Also, due to the work of this team, New Mexico was better prepared for the impact of WIOA, as we were already working toward service of students at a younger age. School districts have begun reporting improved relationships with DVR and other state agencies, as well.
3. As our projects have progressed, an increased familiarity with ITA has developed. For example, ITA was invited to participate in the statewide Deaf Education Task Force which will be providing a report with recommendations to the state.
<table>
<thead>
<tr>
<th>New Mexico Team Poster</th>
<th>Interagency Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Improve postsecondary outcomes for deaf and hard of hearing youth in New Mexico</td>
</tr>
<tr>
<td></td>
<td>Memorandum of Understanding – 170 miles</td>
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<tr>
<td></td>
<td>Agency trainings – 57 miles</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong> (Overcame? Solution)</td>
<td>Red tape</td>
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<tr>
<td></td>
<td>High turnover</td>
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<tr>
<td></td>
<td>Communication Access</td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
<td>MOU draft completed</td>
</tr>
<tr>
<td></td>
<td>Training for over 70 DVR statewide staff members</td>
</tr>
<tr>
<td></td>
<td>Land Of Enchantment – New Mexico</td>
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</tbody>
</table>
New York State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The New York State Plan is to enhance the core stakeholder group with the necessary talent pool by reaching out to key participants and key advisors. By developing a statewide information sharing platform focusing on transition services specifically for individuals who are deaf or hard of hearing, the team aims to support youth in their postsecondary transition to educational, vocational and community settings. The core group will outreach to extended participants and feedback networks to further the buy-in of this endeavor by hosting two mini summits in late 2015. By June 30, 2016, a dissemination network will be crucial in promoting utilization of this web based information sharing platform

Activities through January 2015:
- Solidified statewide sustainable plan for change
- Participated in meetings with key stakeholders
- Started planning for two mini-summits in which to collect information regarding transition resources and concerns from stakeholders.
New York Team Members and Roles

New York Team -- Summit 2015 participants

Tim Kelley  
State or Special School for the Deaf

Steve Lo  
Community-based Agency Staff

Kim Lucas  
Postsecondary Education Program Staff

Team lead contact information:  
stevedots@gmail.com

Information about New York

- Square Miles / Area: 47,126.4
- Population: 19,378,102
- School Districts: 695
- DHH Children ages 14-21: 1644

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
New York

About this State Team

NAME OF LEAD
Steve Lovi

EMAIL ADDRESS
SteveDOTS@gmail.com

Current Team Members since 2012

Representing:
Deaf School Superintendent, College Academic/Career Counselor, Teacher of the Deaf (Itinerant) with Transition Students, Community Based Services CEO

Taxonomy Area:
Program Structures

Goal:
Develop on-line resources web site platform covering Transition related information and best practices for Teachers/TOD’s, Transition services staff, VR counselors, parents, community agencies and consumers.

Primary Activities:
1) Focus groups and community outreach to determine content for web based information platform.
2) Establishment of web based information sharing platform accessible to New York state Transition community.

Factors that Aided in Achievement or Success:
Core group remained despite challenges or changes in roles/work/department. Belief in that New York state needed an informational sharing resource to help bridge the knowledge gap in Transition services for D/HOH students.

Barriers:
Our group missed the first Summit which led to a late start in pursuing project. Initial project was not deemed feasible after a period of time which then led to delays in second project idea. New York services are very fragmented and difficult to coordinate statewide. Very large "silo" mentality and disconnect with State education department, school districts, providers and community at large.

Outputs to Date:
1) Focus group held in NYC (Queens) to help determine buy-in for web based project. Additional focus group hoped for on Long Island Spring '16.
2) Web site and technical assistance partner identified with Educational Support Service Personnel (ESSP) group.

Outcomes to Date:
Anticipated outcome will be utilization of the web based platform which in turn will aid Teachers/TOD’s and others working with D/HOH Transition students to better develop their skill sets and knowledge base pertaining to methodologies and resources in this field.

Sustainability:
The ESSP board of directors has agreed to help maintain and sustain the Transition Services web pages created by the NYS Transition Team from Pepnet2 past the initial funding period. An advisory group to maintain and update Transition Services content will be put together before the funding cycle ends.

Impact:
Primary impact will be D/HOH Transition students benefitting from Teachers/TOD’s and others delivering best practices and natural supports as a result of utilizing the Transition Services web based learning platform.
**New York Team Poster**

<table>
<thead>
<tr>
<th><strong>Program Structures</strong></th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
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<tr>
<td><strong>Our Greatest Barrier:</strong></td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
</tr>
</tbody>
</table>
North Carolina State Plan Overview

**Targeted Taxonomy Area:** Student Focused Planning

**Type of Project:** Collaborative Network

**Summary:** The state of North Carolina’s goal is to help students who are deaf or hard of hearing develop a foundation of self-advocacy and knowledge of resources to better prepare them for successful transition from high school to the next phase of their lives. To accomplish this goal, the team is creating a collaborative network to increase students' involvement in the four transition areas: daily living, instruction, community involvement and employment. The state team will look toward more successful transition plans implemented by other states to help create their final transition goal agenda. By June 2016, North Carolina will have created a transition agenda incorporating transition resources available in the state.

**Activities through January 2015:**
- Consulted an expert in self-advocacy and transition planning to guide our state team during the planning stages.
- Held structured meetings focusing on the state team’s goals.

**Activities and Outputs through September 2016:**
Our focus was to create a tool which became tool kit including a video focusing on teaching kids on how to advocate for themselves. It included scenarios from various areas of life which the student may face and it also shared different techniques on how to overcome these individual hurdles. We also created a Transition Guide along with evaluation tools in which the teacher, parent, transition coordinator, advocate, and other interested parties may be able to take advantage of when working with students who are deaf or hard of hearing.

**North Carolina Showcase Video:** Members from the North Carolina team are featured in a state showcase video, describing their experiences as a group, reflecting on the changes that were occurring in North Carolina as a result of their partnerships, and identifying any lessons learned through the process. [http://www.csun.edu/ncod/pepnet2](http://www.csun.edu/ncod/pepnet2)
North Carolina Team Members and Roles

Rachael Ragin  
State Education Consultant

Laurie Rook  
State or Special School for the Deaf

Kevin Earp  
VR Statewide Coordinator of the Deaf (SCD)

Susan Langtry  
Regional or Local Educational Program Educator

Johanna Lynch  
Parent

Team lead contact information:  
rachael.ragin@dpi.nc.gov

Information about North Carolina

- Square Miles / Area: 48,617.91
- Population: 9,535,483
- School Districts: 115
- DHH Children Ages 14-21: 741

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
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<tbody>
<tr>
<td></td>
<td>Rachael Ragin Ed D</td>
<td><a href="mailto:Rachael.ragin@dpi.nc.gov">Rachael.ragin@dpi.nc.gov</a></td>
</tr>
</tbody>
</table>

### Current Team Members since 2012

- Kevin Earp, VR; Susan Langtry, Lead TOD from a large LEA; Johanna Lynch, parent; Michele Neal, D/HH consultant from SEA; Laurie Rook, Lead Teacher from school for the deaf

### Taxonomy Area:

Student-Focused Planning

### Goal:

Students who are deaf or hard of hearing will develop the foundation of self-advocacy and knowledge of resources, to successfully transition from high school.

### Primary Activities:

- Developing the Self-Advocacy Guide and Scope & Sequence, communicating with SEA leadership.
- Develop pre- and post-training surveys for students, teachers and parents with Vital Research.

### Factors that Aided in Achievement or Success:

- Attending the pn2 annual summits, which provided us access to experts in the field and opportunities to meet with other state teams and our own team; our team meets and communicates regularly to work on project; we have open communication with SEA leadership to ensure state support of the proposed pilot.

### Barriers:

While the group meets regularly and works consistently toward the end goal, our planned time to work on the project as individuals has been inconsistent because of obligations with work. It will take time to get approval at both the SEA level and the LEA levels for pilot implementation. Funding will be an issue. We need collaborative buy-in from other agencies.

### Outputs to Date:

- The Self-Advocacy Guide, Scope & Sequence; Information Presentation regarding the pilot that was presented at a state conference; our Showcase Video; brochure for parents; PowerPoint for parent training;

### Outcomes to Date:

Presentation and statewide conference resulted in two LEAs volunteering to participate in pilot program; We’re expanding our collaborative network to include DSDHH, parents, and other professionals to review documents for content.

### Sustainability:

Our pilot program for D/HH students will complement a SEA statewide initiative to provide postsecondary transition training to all students receiving services under an IEP. Multiagency collaboration will build capacity among agencies to support the needs for students who are D/HH to develop and use self-advocacy strategies.

### Impact:

We have been promoting awareness of this project across the state, and as a result we have received interest in participation from LEAs. We have built better relationships among the agencies involved through the work our team has fostered relationships among the agencies been doing for the last 3 years. We will provide more awareness to teachers and parents and stakeholders across the state of the importance to empower D/HH students to self-advocate.
## North Carolina Team Poster

### Goal:
Students who are deaf or hard of hearing will develop the foundation of self-advocacy and knowledge of resources, to successfully transition from high school.

### Our Greatest Barrier:
**Slow and Steady Wins the Race!**
- Finding time for collaboration
- Gaining the approval of state agencies
- Funding
- Implementation of pilot

### Our Best Outputs:
- The Self-Advocacy Guide
- Scope & Sequence
- Information Presentation at State Conference
- Showcase Video
- Brochure for parents

### Outcome:
It’s belief that gets us there!
We’re expanding our collaborative network to include DPI, DVR, DSDHH, parents, and other professionals to review documents for content and participate in the pilot.

<table>
<thead>
<tr>
<th>North Carolina Team Poster</th>
<th>Student Focused Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Students who are deaf or hard of hearing will develop the foundation of self-advocacy and knowledge of resources, to successfully transition from high school.</td>
</tr>
<tr>
<td>Our Greatest Barrier:</td>
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</tr>
<tr>
<td>(Overcame? Solution)</td>
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<td>Implementation of pilot</td>
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<tr>
<td>Our Best Outputs:</td>
<td>The Self-Advocacy Guide</td>
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<tr>
<td></td>
<td>Scope &amp; Sequence</td>
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</tbody>
</table>
**North Dakota State Plan Overview**

**Targeted Taxonomy Area:** Student Focused Planning

**Type of Project:** Youth Activity

**Summary:** The state of North Dakota’s Plan is to improve the independence, self-determination, and self-advocacy of students who are deaf or hard of hearing to better prepare them for successful transition into post-secondary life. To accomplish this goal, the team is creating training opportunities for students that will include breakout sessions lead by deaf adults with successful transition backgrounds and agency panels for students and parents to learn more about the transition process. To assure efficacy of the trainings, pre/post training evaluations will be distributed and collected. This evaluation will be followed up by another evaluation 3 months later to see how the activity impacted their overall independence. By June 2016, students in North Dakota will have participated in at least one statewide transition training opportunity and have completed all available pre/post surveys.

**Activities through January 2015:**
- Held educational workshops for students, parents, professional, and interpreters on transition resources.
- Regularly participated in state and regional community and practice meetings.
- Strengthened networks, connecting parents, students, and professionals.
- Held structured meetings focusing on the state team’s goals

**Activities and Outputs through September 2016:**
Initially, our primary focus was to provide opportunities for transition-aged Deaf/hard of hearing students to get together and address areas of transition that are specific to hearing loss. Our goal was to host at least one transition summit for deaf/hard of hearing students in North Dakota before the June 1, 2016. Our team achieved this goal in September of 2014. Team North Dakota collaborated with area agencies to provide a 2-day, 3-tiered transition summit, which offered opportunities for students, parents, and professionals to learn more about the transition process. Students learned about individualized education programs in a small group setting before joining parents and professionals in watching models of self-directed IEPs, engaging in Deaf culture by participating in ASL comedy, learning about audiological trends and asking questions through a panel discussion of Deaf/hard of hearing adults discussing their personal experiences with transition. There was an evening ASL comedy performance which impacted over 200 community members.
Moving forward, it’s critical that the relationships established through the PEPNET 2 team and the information shared continue to be maintained through active contribution in established communities of practices, which currently addresses needs for any disability area within the state’s 5 regions. As hearing loss is a low incidence disability and North Dakota is a very rural state, the active participation of experts who understand hearing loss and its impact on education, employment and community settings need to continue to be present at the table of these communities of practice so that mutual relationships are maintained and program development considers the unique needs of individuals with hearing loss. Furthermore, it is imperative to continue to raise awareness and keep advocating for the unique needs of students with hearing loss in order to increase the educational, career, and lifelong choices for North Dakota Deaf/Hard of Hearing students and residents.

**North Dakota Team Members and Roles**

![North Dakota Team -- Summit 2015 participants](image)

- **Bambi Lambert**  
  Regional or Local Educational Program Educator
- **Renae Bitner**  
  Community-based Agency Staff
- **Tom Schiwal**  
  VR Administrator
- **Pam Smith**  
  Community-based Agency Staff
- **Kristen Vetter**  
  Community-based Agency Staff

**Team lead contact information:**  
[lamberb@fargo.k12.nd.us](mailto:lamberb@fargo.k12.nd.us)
Information about North Dakota

- Square Miles / Area: 69,000.8
- Population: 672,591
- School Districts: 183
- DHH Children Ages 14-21: 34

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## North Dakota Team Summary - 2016

### About this State Team

**NAME OF LEAD**
Pam Smith

**EMAIL ADDRESS**
Pam.smith@k12.nd.us

### Current Team Members

8 Members since 2012

Representing: North Dakota

- Tom Schiwal, Vocational Rehabilitation, Bambi Lambert, Local Education Agency, Pam Smith, Community Based Agency, Kristen Vetter, Community Based Agency, Sherri Nelson, Parent Renae Bitner, Interpreter

### Taxonomy Area:

Student Focused Planning/Interagency Collaboration

### Goal:

Individuals who are Deaf/Hard of Hearing will improve their independence across settings through self-advocacy and self-determination

### Primary Activities:

1) Agency/Stakeholder Survey
2) Transition Summit held
3) Portfolio Developed and Delivered to case managers
   Presentations to stakeholders: Teachers of the Deaf, Vocational Rehabilitation, and ND DPI Transition Conference
   Interpreter Trainings

### Factors that Aided in Achievement or Success:

1) PEPNET team collaboration: regular communication, meetings
2) Statewide agency collaboration, presence at communities of practice
3) PEPNET Champion & financial support
4) Financial support from various agencies

### Barriers:

1) Limited student and parent attendance at transition conferences
2) Rural nature of our state makes it difficult to meet face-to-face
3) Team not able to provide information to students directly
4) Identifying actual numbers of DHH students in transition (due to FERPA)
5) Lack of statewide criteria for DHH services or referrals to NDSD/RCDHH
6) Inconsistent available services across the state

### Outputs to Date:

1) Survey
2) Transition Summit
3) Team Presentations
4) Transition portfolios

### Outcomes to Date:

23% surveys returned, results tabulated
300+ involved with transition summit
100+ in attendance at presentations
50+ transition portfolios hand delivered
85+ interpreters in attendance at professional development workshops

### Sustainability:

Strategies discussed: establish regular transition stakeholder meetings, representation for DHH at communities of practices

### Impact:

Student growth and understanding of the IEP and IEP process. Students reported assuming the role of running their own IEP’s. Teachers/case managers reported use of portfolios. Interpreters gained professional development.

Division of Vocational Rehabilitation now opening a position to include Deaf/Hard of Hearing Services. Increased awareness of transition needs for DHH and collaboration between agencies.
<table>
<thead>
<tr>
<th>North Dakota Team Poster</th>
<th>Student Focused Planning -&gt; Interagency Collaboration</th>
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<td>Our Greatest Barrier: (Overcame? Solution)</td>
<td>Identifying actual numbers of students who are D/HH in transition statewide</td>
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<td></td>
<td>Limited student and parent participation</td>
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<td></td>
<td>Rural nature of our state</td>
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<td>Shortage of interpreters</td>
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<td>Lack of statewide criteria for D/HH services or referrals to the state School for the Deaf (NDSD/RCDHH)</td>
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<td>Inconsistent availability of services statewide</td>
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<tr>
<td>Our Best Outputs:</td>
<td>Statewide Survey of Agencies / Providers</td>
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<td>Transition Summit</td>
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<td>“Oh, the places you’ll go!”</td>
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</tbody>
</table>
Ohio State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The state of Ohio’s goal is to improve transition outcomes for Ohioans who are deaf or hard of hearing. To accomplish this goal, the team is hosting a two day interagency summit where providers of state services and their administrators will convene. The group will identify needs of Ohioans who are deaf or hard of hearing, outline services their agencies provide, detail opportunities for interagency collaboration, establish a network to record collaboration methods appropriate for Ohio, and take action toward a selected collaboration method. By June, 2016, the team will have completed the work of the four working groups that resulted from the 2015 interagency summit.

Activities and Outputs through September 2016:
- Created a consumer interview video identifying the transition needs and services to meet those needs
- Hosted a two-day interagency summit with 35 participants from six state agencies and a variety of other service agencies
  - Identified redundancies between state agencies
  - Recorded areas in which collaboration could lead to better transition outcomes for deaf and hard of hearing students
- Conducted a survey of participating agencies regarding the work they currently do to serve deaf and hard of hearing students
- Developed four working groups to address opportunities for collaboration

Ohio Showcase Video: Members from the Ohio team are featured in a state showcase video, describing their experiences as a group, reflecting on the changes that were occurring in Ohio as a result of their partnerships, and identifying any lessons learned through the process. [http://www.csun.edu/ncod/pepnet2](http://www.csun.edu/ncod/pepnet2)
Ohio Team Members and Roles

Ohio Team -- Summit 2015 participants

Vickie Walker                     Parent
Lawrence Dennis                 Transition Services Staff
Katie Scheetz                  VR Statewide Coordinator of the Deaf (SCD)
Keady Gundrum                  State Education Consultant
Cameron Crane                   State Education Consultant
Julie Stewart                   State Education Consultant
Sheri Uhrin                    State Education Consultant
Cathy Vickery                  Vocational Rehabilitation Counselor (RCD)
Team lead contact information:  Katie.Scheetz@ood.ohio.gov; Crane@osd.oh.gov

Information about Ohio

- Square Miles / Area: 40,860.69
- Population: 11,536,504
- School Districts: 615
- DHH Children Ages 14-21: 888

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
## Ohio Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td></td>
<td>Cameron Crane / Katie Scheetz</td>
<td><a href="mailto:Crane@osd.oh.gov">Crane@osd.oh.gov</a> / <a href="mailto:Katie.Scheetz@ood.ohio.gov">Katie.Scheetz@ood.ohio.gov</a></td>
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<tr>
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<td><strong>Representing:</strong></td>
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<td></td>
<td>Opportunities for Ohioans with Disabilities (VR), Ohio School for the Deaf, Ohio School for the Deaf – Outreach, Ohio Department of Education, Parent Representative</td>
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<tr>
<th>Taxonomy Area:</th>
<th>Interagency Collaboration</th>
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</table>

| Goal: | To improve transition outcomes for people who are deaf or hard of hearing in Ohio by gathering state agencies who serve this population to discuss the services they each provide, form a working group, and develop a tool to inform and assist families in receiving the appropriate services that will result in successful transition outcomes. |

<table>
<thead>
<tr>
<th>Primary Activities:</th>
<th>1) Planning for Improving Outcomes Through Collaboration summit (5 large group meetings, several subcommittee meetings).</th>
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<tbody>
<tr>
<td></td>
<td>2) Preparation with LEANOhio and Dr. Jay Innes (facilitators) – including needed research, structure following LEAN principles.</td>
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<td>3) Voice of the consumer interview and video project. Broad-based survey of Deaf Ohioans participating in 30-minute interviews via videophone or webcam to provide feedback on education, employment, and mental health services.</td>
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<td>4) Surveyed each agency prior to summit.</td>
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<td>5) Educated/prepared each agency for participation in the summit.</td>
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<td>6) Submitted weekly updates to agency executives, preparing them for staff participation in the summit.</td>
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<td>7) Recruited agency executives to speak at the summit and encourage staff participation.</td>
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<td></td>
<td>8) Recruited 3 staff from each agency to participate fully in the summit (including 1 deputy-level staff, 1 manager, and 1 field staff).</td>
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<tr>
<th>Factors that Aided in Achievement or Success:</th>
<th>1) Strong, consistent group leadership.</th>
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<tr>
<td></td>
<td>2) Consistent group membership that represented a variety of positions and backgrounds in state government.</td>
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<td>3) Commitment from participating agencies to fully collaborate and focus on improving outcomes for Deaf and hard of hearing youth.</td>
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<td>4) State agency executives directed staff to participate in the group activities and supported their work throughout the grant period.</td>
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<td></td>
<td>5) This event followed several state initiatives, state/Federal findings regarding transition, and new Federal requirements around interagency collaboration (WIOA, Ohio’s Employment First initiative, Governor’s Workforce Integration Taskforce, new MOU between Education and VR), which set the stage for increased collaboration and focus on people with disabilities.</td>
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<td>6) Support from pepnet2 gave this group credibility to agency directors, provided incentive for each agency to participate, allowed hiring of interpreters and facilitators.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Barriers:</th>
<th>1) Limited regarding national and state-level outcomes for deaf and hard of hearing transition students.</th>
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<tbody>
<tr>
<td></td>
<td>2) For staff who participated in the summit: Limited staff time to guarantee their participation in work groups after the summit.</td>
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<td></td>
<td>3) For staff who participated in the summit: Limited knowledge around transition challenges for deaf and hard of hearing students.</td>
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<td></td>
<td>4) Limited number of staff in all agencies who are dedicated to serve this specific population.</td>
</tr>
</tbody>
</table>
5) No formal mandate to continue this work. Insufficient amount of staff time to continue this work after the summit concluded.
6) No formal interagency initiatives exist for this population. As agency / government leadership changes, staff time dedicated to serving this population may decrease.

### Outputs to Date:

**Improving Outcomes Through Collaboration interagency event (May 6-7, 2015)**

- 35 participants represented various programs:
  1) 6 state agencies
  2) Employment First
  3) Community Mental Health
  4) County Board of Developmental Disabilities
  5) Regional Educational State Support Team
  6) University System of Ohio

**Completed the 5 following objectives:**

1) Identified transition challenges for consumers who are deaf and hard of hearing.
2) Gathered feedback from consumers.
3) Identified redundancies among agency services.
4) Recorded areas in which interagency collaboration could lead to better transition outcomes for these consumers.
5) Selected a tool that can most effectively facilitate interagency communication and collaboration that will lead to improved postsecondary outcomes for youth who are deaf and hard of hearing.

### Outcomes to Date:

**Creation of 6 teams focusing on the following work:**

1) Form a work group for develop an interagency agreement toward common transition planning tools.
2) Utilize a database for data sharing and systems evaluation.
3) Establish professional language and cultural competency standards for direct service providers.
4) Develop a comprehensive directory of agency service providers.
5) Develop a mandatory, cross agency transition planning template.
6) Establish interpreting standards across agencies.

### Sustainability:

All teams have met 3 times or more since the Improving Outcomes Through Collaboration summit. Some teams will complete their work by May 2016, while others will continue their work throughout 2016. The development of these 6 teams has established sustainable relationships and a collective energy toward developing solutions for transition youth who are deaf or hard of hearing.

### Impact:

Building of interagency networks, relationships, and rapport that did not exist prior to the creation of the Pepnet 2 statewide project.

1) Directory of agency experts in deafness \(\rightarrow\) Improved communication between providers \(\rightarrow\) Better quality services for students.
2) Proposal that statewide forms should include information specific to Deaf and hard of hearing consumers \(\rightarrow\) Improved access for students who may benefit from a variety of supports.
3) Proposal that state agencies should utilize the same standards when purchasing interpreter services \(\rightarrow\) Improved communication access for consumers by using interpreters who are qualified.
4) OSD and OOD improved collaboration around summer camps and OOD transition projects \(\rightarrow\) Earlier referral of VR consumers and better services for younger transition students.
**Goal:** Improve transition outcomes for students who are deaf or hard of hearing in Ohio by *gathering state agencies* who serve this population to *discuss the services* they each provide, *form a working group*, and *develop a tool* to inform and assist families in receiving the appropriate services that will result in successful transition outcomes.

**Our Greatest Barrier:** Limited number of professionals in state government who are trained and assigned to serve Deaf and/or hard of hearing students.

- By bringing together 35 representatives from a variety of programs, a new network of professionals who are aware of this target student population has developed.
- Attendees had the opportunity to:
  - Learn about the local, state, and national challenges.
  - Hear directly from consumers about their positive and negative experiences.
  - Brainstorm solutions.
  - Commit to long-term action.

**Our Best Outputs:**

- Hosted a 2-day multi-agency summit focusing on improving outcomes for deaf and hard of hearing students in Ohio.
- 36 attendees from state agencies.
- 8 community agencies.

**Outcome:**

- Development of 6 multi-agency work groups.
- Improved interagency networks, relationships, and rapport.

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<th>Ohio Team Poster</th>
<th>Interagency Collaboration</th>
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<td><strong>Goal:</strong></td>
<td>Improve transition outcomes for students who are deaf or hard of hearing in Ohio by <em>gathering state agencies</em> who serve this population to discuss the services they each provide, <em>form a working group</em>, and <em>develop a tool</em> to inform and assist families in receiving the appropriate services that will result in successful transition outcomes.</td>
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</table>
| **Our Greatest Barrier:** (Overcame? Solution) | Limited number of professionals in state government who are trained and assigned to serve Deaf and/or hard of hearing students. By bringing together 35 representatives from a variety of programs, a new network of professionals who are aware of this target student population has developed. Attendees had the opportunity to:
  - Learn about the local, state, and national challenges
  - Hear directly from consumers about their positive and negative experiences
  - Brainstorm solutions
  - Commit to long-term action |

Ohio Team Information 2012 – 2016
| Our Best Outputs: | Hosted 2-day multiagency summit focusing on improving outcomes for Deaf and/or hard of hearing students in Ohio.  
35 attendees  6 state agencies  5 community agencies  
Completed the 5 following objectives:  
1. Identified transition challenges for our target students  
2. Gathered feedback from consumers  
3. Identified redundancies among agency services  
4. Recorded interagency collaboration opportunities  
5. Selected a tool to facilitate interagency communication and collaboration |
|---|---|
| Outcome: | Development of 6 multi-agency work groups. Improved interagency networks, relationships, rapport.  
- Directory of agency experts in deafness -> Improved communication between providers -> better quality services for students  
- Proposal that statewide forms should include information specific to Deaf and hard of hearing consumers -> Improved access for students who may benefit from a variety of supports.  
- Proposal that state agencies should utilize the same standards when purchasing interpreter services -> Improved communication access for consumers by using qualified interpreters.  
- OSD, and OOD improved collaboration around summer camps and OOD transition projects -> Earlier referral of VR consumers and better services for transition students. |
Oklahoma State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The State of Oklahoma’s goal is to connect service providers, educators, families, and postsecondary institutions giving students who are deaf or hard of hearing better access to the knowledge, experiences, and resources to be successful in the transition process. To accomplish this goal, the team is creating a collaboration of invested stakeholders to assist in the creation of a website that will be used as a central location for transition resources. In addition to the website, the team is engaging in a number of other strategies, including: 1) creating an annual transition workshop for teachers; 2) incorporating a deaf education component in the Oklahoma Transition Institute; 3) reestablishing professional organizations for the teachers of the deaf and hard of hearing; and 4) holding quarterly meetings of the invested stakeholders. By June 2016, Oklahoma will have reestablished OTHI (Oklahoma Teachers of the Deaf and Hard of Hearing) with membership of 20% of the teachers for the deaf and hard of hearing. In addition, the state will have created its resource website and will be seeing a greater awareness of transition resources and programs.

Activities and Outputs through February 2016:
- Created a coalition, which meets quarterly; 5 meetings held to date.
- Established the branding for the state team’s project.
- Created working committees.
- Developed and launched an informational website.
- Partnered or hosted professional development activities.

Oklahoma Showcase Video: Members from the Oklahoma team are featured in a state showcase video, describing their experiences as a group, reflecting on the changes that were occurring in Oklahoma as a result of their partnerships, and identifying any lessons learned through the process.

http://www.csun.edu/ncod/pepnet2
Oklahoma Team Members and Roles

Oklahoma Team -- Summit 2015 participants

Lisa Barnum  Regional or Local Educational Program Educator; Co-chair
Matt Reynolds  Personnel Preparation
Jonathon Cook  VR Statewide Coordinator of the Deaf (SCD)
KaAnn Varner  Educational Administrator
Wende McKenzie  Parent
Kimberly Osmani  Statewide VR Transition Coordinator; Co-chair

Team lead contact information:  okdhhtc@gmail.com
Oklahoma Deaf and Hard of Hearing Transition Coalition  www.okdhhtc.org

Information about Oklahoma

- Square Miles / Area:  68,594.92
- Population:  3,751,351
- School Districts:  526
- DHH Children Ages 14-21:  393

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Oklahoma Team Summary - 2016

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<tbody>
<tr>
<td></td>
<td>Kim Osmani and Lisa Barnum</td>
<td><a href="mailto:okdhhtc@gmail.com">okdhhtc@gmail.com</a></td>
</tr>
</tbody>
</table>

__Current Team Members since 2012__

**Representing:**

**Taxonomy Area:** Interagency Collaboration

**Goal:**
Oklahoma will have a Deaf and Hard of Hearing Transition Coalition (DHHTC). Members will be committed to the success of the transition age students and represent all geographic areas of the state as well as a cross section of professionals who serve DHOH students and their parents.

**Primary Activities:**
1. Oklahoma Deaf and Hard of Hearing Transition Coalition
2. Create and maintain website, provide trainings for professionals, youth and families

**Factors that Aided in Achievement or Success:**
1. Partnering with OTDHH on trainings provided by grants they received.
2. Financial support from DRS and partnering agencies
3. Committed core team

**Barriers:**
Having a truly diverse group of participants and a decrease in attendance to coalition meetings. Lack of interest in first youth/family event.

**Outputs to Date:**
1. Developed statewide coalition with 7 meetings to date
2. Website as a central resource for the state
3. Re-established professional organization for teachers, Oklahoma Teachers of the Deaf and Hard of Hearing (OTDHH)

**Outcomes to Date:**
4 statewide trainings (3 for professionals and one for youth and families)

**Sustainability:**
The Oklahoma Deaf and Hard of Hearing Transition Coalition will continue to work on goals that are determined by our mission: Connecting service providers, educators, families, and post-secondary institutions so students can gain the knowledge, experiences, and resources to be successful in the transition process.

**Impact:**
The work of the Oklahoma Deaf and Hard of Hearing Transition Coalition is designed to support professionals, youth and their families during the transition years to increase post-secondary outcomes for the youth. The website is a resource and the trainings serve to educate and advocate for the youth.
**Goal:** Oklahoma will have a Deaf and Hard of Hearing Transition Coalition (DHHTC). Members will be committed to the success of the transition age students and represent all geographic areas of the state as well as a cross section of professionals who serve DHOH students and their parents.

**Our Greatest Barrier:**

**Funding and Participation**

To support our mission, the coalition has partnered with the University of Science and Arts of Oklahoma on training they provided through grants they received. Different agencies within the coalition provide in-kind support for various functions. Additionally, the Department of Rehabilitation has been a key funding source.

- We are still working to get more participation from a broad range of community members.
- We are continually striving to keep our coalition active and relevant to promote participation.

**DHHTC:**

**Deaf and Hard of Hearing Transition Coalition Mission**

Connecting service providers, educators, families, and post-secondary institutions so students can gain the knowledge, experiences, and resources to be successful in the transition process.

**Our Best Outputs:**

- Trainings for professionals, students, and parents
  - Three deaf education trainings

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**Oklahoma Team Poster**

**Interagency Collaboration**

Oklahoma will have a Deaf and Hard of Hearing Transition Coalition (DHHTC). Members will be committed to the success of the transition age students and represent all geographic areas of the state as well as a cross section of professionals who serve DHOH students and their parents.
| • Statewide Awareness Event with Matt Hamill with over 300 people in attendance  
| • Website developed as a clearinghouse and destination for all transition-aged deaf and hard of hearing events and resources |
Oregon State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: Oregon’s goal was to ensure coordinated and smooth transitions for students who are deaf or hard of hearing as they move from high school to the next phase of their lives. To accomplish this goal, the team identified transition agencies to participate in several collaborative events sharing information to ensure each student had access to the resources they needed. In addition, we developed several collaborative efforts in order to ensure partnerships serving D/HH youth currently undergoing transition from high school. At the same time, we also provided educational resources for D/HH youth who were getting ready to enter the transitional phase.

Activities and Outputs through January 2016:
As of January 2016, Oregon held four Deaf and Hard of Hearing youth transition information sharing events. Over 150 individuals attended these events focusing on Deaf and Hard of Hearing youth transition resources and partnering with various agencies. These events generated interest and provided opportunities to share resources. In addition, state teams held bi-monthly meetings to focus on goals of service provision and collaboration.
Oregon Team Members and Roles Activities

Oregon Team -- Summit 2015 participants

Patrick Graham  Parent
Katie Heise  Educational Administrator
Miranda Featherstone  Independent Living Center Staff
Becky Emmert  Independent Living Center Staff
Julie Reis  Independent Living Center Staff
Eleni Boston  Regional Education Program
Camille Atkinson  Vocational Rehabilitation Counselor
Kathryn Eckert-Mason  Vocational Rehabilitation Counselor (RCD)

Team lead contact information:  kathryn.e.eckert-mason@state.or.us

Information about Oregon

- Square Miles / Area: 95988.01
- Population: 3,831,074
- School Districts: 186
- DHH Children Ages 14-21: 276

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kathryn Eckert-Mason</td>
<td><a href="mailto:kathryn.e.eckert-mason@state.or.us">kathryn.e.eckert-mason@state.or.us</a></td>
</tr>
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</table>

**6. Current Team Members**

**12 Members since 2012**
Representing:
- Oregon Vocational Rehabilitation; Oregon School for the Deaf; Oregon Regional Services; Willamette ESD; Parent of Deaf Child; Independent Living

<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Interagency Collaboration</th>
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<tbody>
<tr>
<td>Goal:</td>
<td>Identified transition agencies will participate in information sharing to facilitate effective service transition provision.</td>
</tr>
</tbody>
</table>
| Primary Activities: | 1) Planning and hosting of the following statewide collaborative workshops: Transition Basics, Networking, Transition Roadmap for Deaf and Hard of Hearing Youth, and Life After Transition.  
2) Consultation with Oregon Youth Transition Program at Summer Institute.  
3) Participation in Deaf Awareness Day  
4) Ongoing consultation |
| Factors that Aided in Achievement or Success: | 1) Working collaboratively across agencies led to a variety of diverse and unique perspectives.  
2) Initial statewide needs assessment to determine appropriate areas of focus for upcoming training.  
3) Recent legislation contributed to success in collaboration. (WIOA and Oregon’s Governor’s Executive Order) |
| Barriers: | 1) Accessing rural areas.  
2) Committee members balancing heavy workloads and challenges coordinating schedules.  
3) Some hesitancy of people statewide to think outside the box or step outside the way they have always done things in order to create partnerships in their local regions. |
| Outputs to Date: | 1) Four Workshops and Presentation Materials  
2) Video Footage of Student Panels  
3) Statewide contact list for networking  
4) Transition Toolbox Resource List |
| Outcomes to Date: | Four statewide transition networking and training events with 35-40 participants each, including vocational rehabilitation, school and service districts, colleges and universities, centers for independent living, developmental disability services, interpreters, mental health professionals, students, families, and representatives from other agencies serving the deaf population. |
| Sustainability: | We are still trying to determine strategies for sustainability within our state. We have some preliminary partnerships and a consistent group of stakeholders interested in further collaboration. |
| Impact: | We have witnessed consistent attendance levels and participation levels in networking events over the last two years. All agencies invited sent representatives to at least one of the four trainings, resulting in increased interagency understanding and collaboration. We have also witnessed expansion of transition services to local Salem-area Deaf and hard of hearing students. |
**Our Goal:**
Improve Deaf and Hard of Hearing youth transition services in Oregon by identifying agencies and individuals who provide these services and offering training and networking opportunities to increase knowledge and collaboration.

**Our Greatest Barrier:**

- Accessing rural areas of the state to increase networking and improve transition services
- Our committee members all balanced heavy workloads and this made coordinating schedules for meetings and events challenging
- Some transition professionals encountered hesitancy in their home regions when developing new partnerships and attempting to improve transition services through collaboration and innovation.

---

**State of Oregon**

**Deaf and Hard of Hearing Youth Transition Plan**

**Taxonomy Area:** Interagency Collaborative Processes

**Our Best Outputs**

Four statewide transition networking and training events with 25-40 participants each, including vocational rehabilitation, school and service districts, colleges and universities, centers for independent living, departments of human service, family support services, mental health professionals, students, families, and representatives from other agencies serving Deaf and Hard of Hearing youth. These resulted in increased knowledge and collaboration.

**Event 1: May 9th, 2014 - Transition Basics**
- Introduction to Vocational Rehabilitation programs, at the Oregon School for the Deaf, an overview of the Transition Process, and statewide statistics regarding Deaf and Hard of Hearing youth in Oregon.
- Explanation of the differing transition needs of Deaf vs. Hard of Hearing youth.

**Event 2: October 10th, 2014 - Connecting and Networking**
- Discussion of the Employment First Initiative and its impact on transition services.
- Student Panel: perspective students shared their views on improving transition services.
- Webinar on ICF-CP 2 Map It Program to guide students in the transition process.
- Regional groups discussed what was working and how to improve collaboration.

**Event 3: March 13th, 2015 - Transition Roadmap**
- Morning Talks: Introduction to Vocational Rehabilitation, Community Work Experience, and Workplace Accommodations, and the Career Exploration Process.
- Afternoon Workshops: Developing a Local Planning Teams, IEP and the Parental Perspective, Oregon School for the Deaf Adult Transition Program, and overview of transition curriculum options and using Pathway 2 Map It Program with students.
- Regional groups discussed what was working and how to improve collaboration.

**Event 4: October 5th, 2015 - Life After High School**
- Presentation by Vocational Psychologist Dr. James Wilt on 1. Ingrids and 2. Inextricably Appropriate (psychological evaluations for Deaf students).
- Training on setting effective transition goals in Deaf and Hard of Hearing students’ Individualized Education Plans.
- Devise student career discussion their transition experiences and what work and use an electronic portfolio.
- Discussion of how to continue to improve transition services in Oregon.

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**Oregon Team Poster**

**Interagency Collaborative Processes**

**Our Goal:**
Improve Deaf and Hard of Hearing youth transition services in Oregon by identifying agencies and individuals who provide these services and offering training and networking opportunities to increase knowledge and collaboration.

**Our Greatest Barrier:**

- Accessing rural areas of the state to increase networking and improve transition services
- Our committee members all balanced heavy workloads and this made coordinating schedules for meetings and events challenging
- Some transition professionals encountered hesitancy in their home regions when developing new partnerships and attempting to improve transition services through collaboration and innovation.
Our Best Outputs:

Four statewide transition networking and training events with 35-40 participants each, including vocational rehabilitation, school and service districts, colleges and universities, centers for independent living, developmental disability services, interpreters, mental health professionals, students, families, and representatives from other agencies serving Deaf and Hard of Hearing individuals. These resulted in increased knowledge and collaboration.

Event 1: May 9th, 2014 – Transition Basics
- Introduction to Vocational Rehabilitation, programs at the Oregon School for the Deaf, an overview of the Transition Process, and statewide statistics regarding Deaf and Hard of Hearing youth in Oregon
- Explanation of the differing transition needs of Deaf vs. Hard of Hearing youth
- Introduction to regional transition professionals and development of plans for ongoing collaboration

Event 2: October 10th, 2014 – Connecting and Networking
- Discussions of the Employment First initiative and its impact on transition services
- Student Panel: previous students shared their views on improving transition services
- Training on PepNet 2 Map It Program to guide students in the transition process
- Regional groups discussed what was working and how to improve collaboration

Event 3: March 13th, 2015 – Transition Roadmap
- Morning Topics: Introduction to Vocational Rehabilitation, Community Work Experiences and Workplace Accommodations and the Career Exploration Process
- Afternoon Topics: Developing a Local Planning Team, IEP and the Parents’ Perspectives, Oregon School for the Deaf Adult Transition Program, and overview of transition curriculum options and using PepNet 2 Map It Program with students
- Regional groups discussed what was working and how to improve collaboration

Event 4: October 9th, 2015 – Life After High School
- Presentation by Deaf Psychologist Dr. Jamie Wilson on linguistic and culturally appropriate psychological evaluations for Deaf students
- Training on writing effective transition goals in Deaf and Hard of Hearing students’ Individualized Education Plans
- Diverse student panel discussed their transition experiences and one student demonstrated how to develop and use an electronic portfolio
- Overview of project Access Transition Curriculum and introduction of Oregon Transition Network Facilitators
- Discussion of how to continue to improve transition services in Oregon

Our Team:
- Vocational Rehabilitation
- Williamette Educational Service District
- Lane Independence Living Alliance: LIFE Program
- Oregon School for the Deaf
- Western Oregon University
- Students, Parents, and Families

Our Outcomes:
- The agencies and individual the team invited consistently attended all four networking events and are participating in new collaborations.
- Transition services to students at Oregon School for the Deaf continue to grow and evolve.
- There has been a significant increase in transition services to mainstream students and improved collaboration between schools, education service districts, Vocational Rehabilitation, and other professionals.
Pennsylvania State Plan Overview

**Targeted Taxonomy Area:** Student Focused Planning

**Type of Project:** Website

**Summary:** The state of Pennsylvania’s goal is to create a centralized resource of quality materials to inspire self-assessment and self-determination for students who are deaf, hard of hearing, or deaf blind to better prepare them for successful transition to the next phase of their lives. To accomplish this goal, the team is creating a resources website designed to better disseminate information to all invested stakeholders. By June 2016, Pennsylvania will have created a website that will increase the readiness of transition age students by demonstrating use and satisfaction of the site by 25% of stakeholders. In addition, the state will have implemented a systematic approach for the dissemination of information to students, families, educational professionals, and community organizations.

**Activities through January 2015:**
- Met with state transition personnel.
- Collaborated with stakeholders to develop a Secondary Transition website.
- Developed rubric for evaluating transition services.

**Activities and Outputs through January 2016:**
The Pennsylvania team focused on providing a centralized, accessible website which provides resources for students who are deaf or hard of hearing, parents, professionals and agencies to support the transition journey. The website continues to be updated as more resources are located or become available. It is housed within a website with resources for youth with any disabilities, providing a broad range of support for needs related to community living, post-secondary education and employment, self-determination, health, finances and recreation and leisure. We are continuing efforts to disseminate the resource to our stakeholders. [http://secondarytransition.org/disability/deaf_hard_of_hearing](http://secondarytransition.org/disability/deaf_hard_of_hearing)
Pennsylvania Team Members and Roles

Cathy Rhoten
Educational Administrator
Erin Campion
Parent
Denise Brown
Deaf Community Member
Russell Goddard
VR Statewide Coordinator of the Deaf (SCD)
Jane Freeman
State Education Consultant

Team lead contact information: jfreeman@pattan.net

Information about Pennsylvania

- Square Miles / Area: 44,742.7
- Population: 12,702,379
- School Districts: 500
- DHH Children Ages: 14-21: 986

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
**Pennsylvania Team Summary - 2016**

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td></td>
<td>Jane Freeman</td>
<td><a href="mailto:jfreeman@pattan.net">jfreeman@pattan.net</a></td>
</tr>
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<tr>
<th>5. Current Team Members since 2012</th>
<th>Representing:</th>
</tr>
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<tbody>
<tr>
<td>9 Members</td>
<td>PA Department of Education; Parent; PA Office of Vocational Rehabilitation</td>
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<tr>
<td></td>
<td>PA Office of the Deaf and Hard of Hearing; Educational Resources for Children with Hearing Loss</td>
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<tr>
<th>Taxonomy Area:</th>
<th>Student Focused Planning</th>
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</table>

| Goal: | To better prepare D/HH/DB students in PA to identify their desires, readiness and needs so they can self-advocate and achieve their life goals |

<table>
<thead>
<tr>
<th>Primary Activities:</th>
<th>1) Create a centralized, online location of resources:</th>
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<tbody>
<tr>
<td></td>
<td>a) Created D/HH page on existing transition website</td>
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<td></td>
<td>b) Included videos of ASL welcome</td>
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<tr>
<td></td>
<td>c) Identified appropriate resources Placed resources on website</td>
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<tr>
<td></td>
<td>2) Determine a multi-prong approach to disseminating the resources</td>
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</table>

| Factors that Aided in Achievement or Success: | Input from the Educational Resources for Children with Hearing Loss (ERCHL) committee, including parent feedback and comments; use of existing and well-designed PA Secondary Transition website; PA Training and Technical Assistance Network (PaTTAN) technical support; PA Society for the Advancement of the Deaf (PSAD) Youth Day transition workshop for teachers, interpreters; statewide webinar on transition for students who are D/HH; observation of students at PSAD Youth Day to determine level of knowledge of transition resources (many students found to have very limited knowledge of resources prior to website being established and shared) |

| Barriers: | Lack of expertise in website development; delayed dissemination; measurement of success of dissemination; small workgroup |

<table>
<thead>
<tr>
<th>Outputs to Date:</th>
<th>1) Two ASL welcome videos produced; D/HH webpage created and placed on general PA transition website with vetted resources; development of pre and post survey;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2) Identification of stakeholders for focus group meetings; presentation to ERCHL members, PSAD Youth Day transition workshop; statewide webinar on transition for students who are D/HH</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Outcomes to Date:</th>
<th>1) PA Youth Day workshop (3 presentations across state to teachers and interpreters) 300 participants</th>
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<tr>
<td></td>
<td>2) Statewide transition webinar: 202 participants</td>
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<tr>
<td></td>
<td>3) We will meet with 6-7 focus groups to gather data related to baseline knowledge of resources and share new D/HH transition website. Post surveys will be done a few months following the initial meeting.</td>
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</table>

| Sustainability: | Resources on transition website are available to all. ERCHL and PaTTAN will monitor D/HH transition resources and will add to them as needed; dissemination will continue periodically through supervisors’ meetings, mailings to teachers, linking to parent friendly websites (Hands and Voices, PEAL). As a result of this project, OVR and PaTTAN are in discussion concerning a summer academy focused on transition for students who are D/HH. A collaboration has been established between OVR, ODHH. |

<p>| Impact: | Transition website is much more welcoming to ASL users and contains pertinent resources for all students who are deaf, hard of hearing or deafblind. Access to transition information for students who are D/HH has become much more streamlined. The focus on transition by this committee has highlighted the need for increased transition services for D/HH students in PA. |</p>
<table>
<thead>
<tr>
<th>Pennsylvania Team Poster</th>
<th>Student Focused Planning</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To better prepare students in PA who are deaf and hard of hearing or deaf-blind to identify their desires, readiness, and needs so they can self-advocate and achieve their life goal</td>
</tr>
</tbody>
</table>
| **Our Greatest Barrier:** | Lack of expertise in website development  
| **(Overcame? Solution)** | Delayed dissemination  
|                           | Measuring effectiveness of dissemination  
|                           | Small core workgroup |
| **Our Best Outputs:**    | D/HH webpage created and placed on general PA transition website with vetted resources  
|                           | Two ASL videos produced and added to website  
|                           | Development of pre and post surveys  
|                           | Identification of stakeholders for focus group meetings  
|                           | Presentation to state advisory committee to the Bureau of Special Education |
| **Outcomes:**            | PA Youth Day workshops across the state to teachers and interpreters: 200 staff and 300 youth participated  
|                           | Statewide transition webinar: 202 participants  
|                           | We will meet with 6-7 focus groups to gather data related to baseline knowledge of resources and share new D/HH transition website. Post surveys will be done a few months later.  
|                           | www.secondarytransition.org
Rhode Island State Plan Overview

**Targeted Taxonomy Area:** Interagency Collaboration

**Type of Project:** Collaborative Network

**Summary:** The state of Rhode Island’s goal is to empower students who are deaf or hard of hearing and increase their ability to successfully transition from high school to the next phase of their lives. To accomplish this goal, the team is creating an infrastructure of inter-agency collaboration that will assist with the identification of students in need of transition services. In addition, the team is modifying existing programs and resources to make them more accessible to the public and presenting information regarding those programs and resources to regional Transition Collaboratives and 504 coordinators. By June, 2016, Rhode Island will have modified existing transition activities to be more accessible and 100% of Rhode Island School Districts will have received transition information and resources. In addition, Rhode Island will have increased those identified as in need of transition services by 50%.

**Activities through January 2015:**
- Surveyed Special Education professionals on the transition process.
- Met with Transition Admission Committees in Educational Collaborative.
- Identified the current 504 Coordinators.
- Created and submit a state bill requiring school districts to identify IEP and 504 coordinators for each school.
- Helped formulate a partnership for the Commission for the Deaf and Hard of Hearing established legislation.

**Activities and Outputs through September 2016:**
We focused on identification of deaf and hard of hearing youth and the dissemination of knowledge and access to quality transition services and supports to them. We created a transition assessment that was delivered to Regional Transition Committees (containing middle and HS special educators, ORS counselors, private agencies, and related professionals. We also modified our RI Transition Assessment Matrix to identify tools appropriate for deaf and hard of hearing students. In this edition of the Matrix, some of the items have been notated as I/DD, and Dhh. This indicates the particular tool is useful and appropriate for use with individuals who experience intellectual & developmental disabilities (I/DD), and/or deaf and hard of hearing (Dhh).

[http://npsd.k12.ri.us/sites/default/files/Transition%20Matrix.pdf](http://npsd.k12.ri.us/sites/default/files/Transition%20Matrix.pdf)
Rhode Island Showcase Video: Members from the Rhode Island team are featured in a state showcase video, describing their experiences as a group, reflecting on the changes that were occurring in Rhode Island as a result of their partnerships, and identifying any lessons learned through the process. http://www.csun.edu/ncod/pepnet2

Rhode Island Team Members and Roles

Rhode Island Team -- Summit 2015 participants

Paul Cardi-Berard - VR Counselor
Therese Curran - State Education Consultant
Michelle Florio - Parent
Cheryl Hollingworth - Transition Services Staff
Jim Simon - Community-based Agency Staff
Nancy Maguire Heath - Educational Administrator
Team lead contact information: chollingworth@rideaf.net

Information about Rhode Island

- Square Miles / Area: 1,033.81
- Population: 1,052,567
- School Districts: 32
- DHH Children Ages 14-21: 71

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Rhode Island Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
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<tbody>
<tr>
<td></td>
<td>Therese Curran</td>
<td><a href="mailto:tcurran@westbaycollaborative.org">tcurran@westbaycollaborative.org</a></td>
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## Current Team Members

- Jim Simon, Michelle Florio, Nancy Maguire Heath, Jeannie Desmarais-Valdez,

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<tr>
<th>Taxonomy Area:</th>
<th>Interagency Collaboration</th>
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## Goal:
To ensure improved quality of life through identification of deaf and hard of hearing individuals in need of services, creation of an infrastructure and inter-agency collaboration so that ALL deaf and hard of hearing youth (ages 14-26) will receive individualized transition services and know how to access those corresponding resources.

## Primary Activities:
- Establishment and meetings of an Inter-agency council, modification of RI Transition Matrix to include information for students who are Deaf and hard of hearing, special education director pre & post survey, technical assistance sessions and resource distribution for each RI Regional Transition Advisory Council, Introduction of legislature to require identification of 504 Coordinators in schools.

## Factors that Aided in Achievement or Success:
- Diverse Team, Inter-agency Council buy-in, building on to existing quality Transition resources and infrastructures

## Barriers:
Identification of Deaf & hard of hearing students in private placements and those having 504 plans

## Outputs to Date:
RI Transition Assessment Matrix 3rd Edition, pre & post survey

## Outcomes to Date:
1) All stakeholders (including teachers in largest districts) have been given resources to help students access transition services by 2015
2) Existing high quality transition activities have been accommodated and are inclusive of deaf and hard of hearing youth and their families.
3) 100% of RI school districts (first point of contact for mainstreamed students) have received transition resources and information and know where to direct young deaf and hard of hearing students and their families.

## Sustainability:
This work is on-going and can be sustained through continued communication with Inter-agency partners and annual "check-in" with Regional Transition Councils.

## Impact:
Deaf and hard of hearing youth in Rhode Island have become empowered and able to exercise self-determination resulting in better outcomes through access to individualized transition services.
Rhode Island Team Information 2012 – 2016

Poster Displayed at the 2016 Summit

**Rhode Island**

**Interagency Collaboration**

**Goal:** To ensure improved quality of life through identification of deaf and hard of hearing individuals in need of services, creation of an infrastructure and inter-agency collaboration so that ALL deaf and hard of hearing youth (ages 14-26) will receive individualized transition services and know how to access those corresponding resources.

**Barrier: Identifying the Students**

Identification of Deaf & hard of hearing students in private placements and those having 504 plans. Legislation introduced and a central list of 504 Coordinators in school buildings was created. Transition information delivered to Regional Transition Councils.

**Outcome:**

- All stakeholders (including teachers in largest districts) have been given resources to help students access transition services by 2015
- Existing high quality transition activities have been accommodated and are inclusive of deaf and hard of hearing youth and their families
- 100% of RI school districts (first point of contact for mainstreamed students) have received transition resources and information and know how to direct young deaf and hard of hearing students and their families.

**Our Best Outputs:**

- Creation of a *Transition for Students who are Deaf and Hard of Hearing* Training session for Regional Transition Councils
- Pre & Post survey for special education directors
- Modification of the RI Transition Assessment Matrix

**Rhode Island Team Poster**

<table>
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<td>Our Greatest Barrier: (Overcame? Solution)</td>
<td>Identification of Deaf &amp; hard of hearing students in private placement and those having 504 plans. Legislation introduced and a central list of 504 Coordinators in school buildings was created. Transition information delivered to Regional Transition Councils.</td>
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| Outcome: | • All stakeholders (including teachers in largest districts) have been given resources to help students access transition services by 2015  
  • Existing high quality transition activities have been accommodated and are inclusive of deaf and hard of hearing youth and their families  
  • 100% of RI school districts (first point of contact for mainstreamed students) have received transition resources and information and know where to direct young deaf and hard of hearing students and their families. |
| Our Best Outputs: | • Creation of a *Transition for Students who are Deaf and Hard of Hearing* Training session for Regional Transition Councils  
  • Pre & Post survey for special education directors  
  • Modification of the RI Transition Assessment Matrix |
South Carolina State Plan Overview

Targeted Taxonomy Area: Student Development

Type of Project: Collaborative Network

Summary: The state of South Carolina’s goal is to equip students who are deaf or hard of hearing with the skills and knowledge needed to successfully achieve their post-secondary goals. In order to achieve this goal, invested stakeholders must have a shared understanding of what constitutes successful transition resources. To this end, the team is surveying stakeholders to help write a developmental framework outlining successful post-secondary transition methods. By June 2016, South Carolina will be in the process of writing a useful document with the ability to measure a student’s transition progress. This document will be available in printed and electronic formats by December 31, 2016.

Accomplishments through January 2015:
- Met initial timeline goals.
- Held structured meetings focusing on the state team’s goals.

Activities and Outputs through September 2016:
Transition happens at every stage of life and looks different for each person. For students who are Deaf or Hard of Hearing, there are additional factors that influence transition and transition needs; the most influential is access to (or lack of) incidental learning. It is estimated that 80% of what children learn about the world before age six is learned incidentally. That means that most children with a hearing loss don’t have that opportunity, so that 80% needs to be directly taught.

Enter the Expanded Core Curriculum for Deaf and Hard of Hearing students. With permission from the authors from Iowa, SC is proud to present a base set of documents to assist parents, educators, DHH students, employers, etc. with checkpoints and a list of skills to ensure that our students are making progress and meeting developmental targets. Transition Skills for Deaf and Hard of Hearing Students in South Carolina is the website that we want to grow with information and resources.
http://www.scdhhtransition.com
South Carolina Team Members and Roles

South Carolina Team -- Summit 2015 participants

Maureen Irons  
State Education Consultant

Shonna Magee  
VR statewide Coordinator of the Deaf (SCD)

Cara Senterfeit  
Community-Based Agency Staff

Sherry Williams  
Parent

Linda Coon  
Educational Administrator

Team lead contact information: csenterfeit@scbegin.org

Information about South Carolina

- Square Miles / Area: 30,060.7
- Population: 4,625,364
- School Districts: 86
- DHH Children Ages 14-21: 425

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

# South Carolina Team Summary - 2016

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<tbody>
<tr>
<td></td>
<td>Cara Senterfeit</td>
<td><a href="mailto:csenterfeit@scbegin.org">csenterfeit@scbegin.org</a></td>
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**Current Team Members**

05  Members since 2012

**Representing:**

Parent, Voc Rehab, Teachers of the Deaf, Residential school administration, community agency, mental health, Deaf/Hard of Hearing

### Taxonomy Area:

Student Development

### Goal:

Students, parents, educators, employers, and service providers have a shared understanding of what knowledge, skills and competencies are needed for Deaf and Hard of Hearing individuals completing their secondary education.

### Primary Activities:

1) Survey SC residents to identify thoughts about transition as it related to DHOH
2) Compile a document to assist parents, teachers etc. to track transition skills development and guide IEP planning.

### Factors that Aided in Achievement or Success:

(blank cell)

### Barriers:

Lots of team member turnover. Job changes. Many members already with full schedules.

### Outputs to Date:

1) Survey on Survey Monkey
2) Use of the Iowa Core Curriculum

### Outcomes to Date:

Continue to work on the completion of a resource booklet outlining transition services available in the state

### Sustainability:

Iowa Core Curriculum will be used for many years. The challenge is getting the information to this group of teachers/parents and staying motivated.

### Impact:

(blank cell)
**South Carolina Team Information 2012 – 2016**

**Student Development**

**Goal:** Students, parents, educators, employers, and service providers have a shared understanding of what knowledge, skills, and competencies are needed for Deaf and Hard of Hearing individuals completing their secondary education.

**Our Greatest Barrier (Overcame? Solution):**

Lots of team member turnover. Job changes. Many members already with full schedules.

**Sustainability**

Iowa Core Curriculum will be used for many years. The challenge is getting the information to this group of teachers/parents and staying motivated.

**Our Best Outputs:**

- Survey on Survey Monkey
- Use of the Iowa Core Curriculum
South Dakota State Plan Overview

Targeted Taxonomy Area: Student Development; Family Involvement

Type of Project: Website

Summary: Our South Dakota transition project will be student focused planning and family involvement. The team will address the development of a transition tab resource on the South Dakota School for the Deaf (SDSD) website to collect essential data to support needs and gaps of services. Ultimately, increasing transition service awareness available to Deaf/Hard of Hearing students will lead to improved transition outcomes in our state.

Accomplishments through January 2015:
- Met initial timeline goals.
- Held structured meetings focusing on the state team’s goals.

Activities and Outputs through September 2016:
The South Dakota pepnet team worked on raising awareness for all available transition services available in the state. We created a handout specific to D/HH students about available services in the state and those available thru pepnet. We are also currently finishing up expanding the current South Dakota School for the Deaf website transition page to include additional resources and make it easier for students/parents to find services that could benefit them. [http://sdsd.sdbor.edu/transition.htm](http://sdsd.sdbor.edu/transition.htm)
South Dakota Team Members and Roles

South Dakota Team -- Summit 2015 participants

Teresa Nold  
Parent

Katie Gran  
VR Counselor

Jodi Schnider  
State Education Consultant

Lance Sigdestad  
Community Agency Representative

Team lead contact information:  
Katie.Gran@state.sd.us

Information about South Dakota

- Square Miles / Area: 75,811
- Population: 814,180
- School Districts: 152
- DHH Children Ages 14-21: 37

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
### South Dakota Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Current Team Members</strong></td>
<td>Representing:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Katie Gran, vocational rehabilitation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teresa Nold, parent representative and community disability agency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jodi Schnider, SD School for the Deaf outreach consultant</td>
<td></td>
</tr>
</tbody>
</table>

**Taxonomy Area:** Student development/family involvement  

**Goal:** All Deaf/Hard of Hearing students in South Dakota will receive transition services specific to their needs to increase employment outcomes and decreased dependency on state and federal benefits.

**Primary Activities:**
1. Tips for Parents handout  
2. Transition Day  
3. Expanding transition tab on SDSD website  
4. Transition Slide Guide?

**Factors that Aided in Achievement or Success:** Our team has worked hard with keeping our goal for students in the forefront. We were lucky that several agencies were willing to assist us in collaborating efforts in order to best serve the students and their families. Once the team started identifying the gaps in services, we developed our activities to raise awareness to students, parents, and other agencies about available services so to spread information about transition services in several different ways.

**Barriers:** We come from a state with a lot of rural communities so accessing available services can be difficult at times, especially when the student/parent isn’t aware of what services are available.

**Outputs to Date:**
1. Tips for Parents handout have been completed and are being distributed  
2. Transition Day to make families aware of services/agencies available  
3. First format of transition tab showed to be ineffective; team worked on expanding the information provided while changing the format; changes are with the web developer who is working on making the changes provided, completion goal 2/2016

**Outcomes to Date:**
1. 6 students/families attended Transition Day and gave positive feedback on the survey results  
2. To date there have been 129 hits on the transition tab the team started; a survey was distributed and feedback was received and the team is currently working on making the tab more user friendly

**Sustainability:**
1. Once the current tab has been officially updated, the team plans to have a roll out party and send out information to all families receiving supports from SDSD to raise awareness of the changes. We plan to send out a post-survey to see if we get better feedback and to determine if we need to add/change information that has been currently provided.  
2. We will start using SDSD’s Facebook page on a monthly basis to share transition tips to keep students and families aware of available services.  
3. We will continue our interagency collaboration and discuss the possibility of making the Transition Day an annual event.

**Impact:**
1. On the post-survey Transition Day, results showed that 100% of attendees reported that they have a better understanding to navigate through agencies/services represented at the event by scoring an 8 or 9 (10 being the best). And 83% reported that they would not change anything from the event.  
2. Agencies continue to work well together to continue working on increasing awareness of available services and agencies by sharing the Tip for Parents handout, discussing available services more at IEP meetings, and reaching out to other agencies to brainstorm appropriate services for specific students.
**Student/Family Involvement**

**Goal:** All Deaf/Hard of Hearing students in South Dakota will receive transition services specific to their needs to increase employment outcomes and decreased dependency on state and federal benefits.

**Our Greatest Barrier:**
We come from a state with a lot of rural communities so accessing available services can be difficult at times, especially when the student/parent isn’t aware of what services are available.

Our team has worked hard with keeping our goal for students in the forefront. We were lucky that several agencies were willing to assist us in collaborating efforts in order to best serve the students and their families. Once the team started identifying the gaps in services, we developed our activities to raise awareness to students, parents, and other agencies about available services so to spread information about transition services in several different ways.

**Our Best Outputs:**
- Tips for Parents handout have been completed and are being distributed
- Transition Day to make families aware of services/agencies available
- First format of transition tab showed to be ineffective; team worked on expanding the information provided while changing the format; changes are with the web developer who is working on making the changes provided; completion goal 2/2016

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<table>
<thead>
<tr>
<th>Team Poster</th>
<th>Student / Family Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>All Deaf/Hard of Hearing students in South Dakota will receive transition services specific to their needs to increase employment outcomes and decreased dependency on state and federal benefits.</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong> (Overcame? Solution)</td>
<td>[image of a handout included, with this text: So your child is deaf or hard of hearing and getting ready to transition into adulthood...Tips for parents (a 4-page handout)!] We come from a state with a lot of rural communities so accessing available services can be difficult, at times, especially when the student/parent isn’t aware of what services are available. Our team has worked hard with keeping our goal for students in the forefront. We were lucky that several agencies were willing to assist us in collaborating efforts in order to best serve the students and their families. Once the team started identifying the gaps in services, we developed our activities to raise awareness to students, parents, and other agencies about available services so to spread information about transition services in several different ways.</td>
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| **Our Best Outputs:** | - Tips for Parents handouts have been completed and are being distributed  
- Transition Day to make families aware of services/agencies available  
- First format of transition tab showed to be ineffective; team worked on expanding the information provided while changing the format; changes are with the web developer who is working on making the changes provided; completion goal 2/2016 |

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**South Dakota Team Information**

2012 – 2016
<table>
<thead>
<tr>
<th>Outcome:</th>
<th></th>
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<tbody>
<tr>
<td>• On the post-survey Transition Day, results showed that 100% of attendees reported that they have a better understanding to navigate through agencies/services represented at the event by scoring an 8 or 9 (10 being the best). And 83% reported that they would not change anything from the event.</td>
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<td>• Agencies continue to work well together to continue working on increasing awareness of available services and agencies by sharing the Tips for Parents handout, discussing available services more at IEP meetings, and reaching out to other agencies to brainstorm appropriate services for specific students.</td>
<td></td>
</tr>
</tbody>
</table>
Tennessee State Plan Overview

Targeted Taxonomy Area: Family Involvement

Type of Project: Presentations

Summary: The state of Tennessee’s goal is to empower families as they work with their children who are deaf or hard of hearing to achieve post-secondary independence and employment. To accomplish this goal, the team is building on and creating transition workshops for students and their families. To help create these workshops, the team is relying on the collaboration of several state and local agencies, including the Tennessee School for the Deaf and the West Tennessee School for the Deaf. By June 2016, as a result of attending one or more transition workshops, families of 40-50 deaf and hard of hearing students will show an increased knowledge and more positive attitude regarding their plans for the future via pre/post assessments.

Activities through January 2015:

- Held an annual Family Learning weekend and statewide workshop providing parent involvement and transition information.
- Held structured meetings focusing on the state team’s goals.

Tennessee Showcase Video: Members from the Tennessee team are featured in a state showcase video, describing their experiences as a group, reflecting on the changes that were occurring in Tennessee as a result of their partnerships, and identifying any lessons learned through the process. [http://www.csun.edu/ncod/pepnet2](http://www.csun.edu/ncod/pepnet2)
Tennessee Team Information 2012 – 2016

Tennessee Team Members and Roles

Tennessee Team -- Summit 2015 participants

Theron Strickland  Educational Administrator
Paula Wagner  Parent
Dave Smith  Personnel Preparation Program Faculty
Paul Robertson  Community Agency Administrator
Tiffany Kelley  Vocational Rehabilitation Services Provider
Team lead contact information: theron@tsd.k12.tn.us

Information about Tennessee

- Square Miles / Area: 41,234.9
- Population: 6,346,105
- School Districts: 137
- DHH Children Ages 14-21: 509

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015

Tennessee Team Information  2012 – 2016
<table>
<thead>
<tr>
<th>Tennessee Team Summary - 2016</th>
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<tbody>
<tr>
<td><strong>About this State Team</strong></td>
</tr>
<tr>
<td>Name of Lead</td>
</tr>
<tr>
<td>Theron Strickland</td>
</tr>
<tr>
<td>Email Address</td>
</tr>
<tr>
<td><a href="mailto:theron@tsd.k12.tn.us">theron@tsd.k12.tn.us</a></td>
</tr>
<tr>
<td><strong>5 Current Team Members</strong></td>
</tr>
<tr>
<td>Representing:</td>
</tr>
<tr>
<td>Theron Strickland, David Smith, Paula Wagner, Tiffany Kelley, Paul Robertson</td>
</tr>
<tr>
<td><strong>3 Members since 2012</strong></td>
</tr>
<tr>
<td><strong>Taxonomy Area:</strong></td>
</tr>
<tr>
<td>Family Involvement</td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
</tr>
<tr>
<td>To empower families by providing opportunities for training and resources related to transition, career and job training, access/accommodations, and other essential services so that their deaf and hard of hearing child will have successful transition from high school by increasing their knowledge, skills and self-determination.</td>
</tr>
<tr>
<td><strong>Primary Activities:</strong></td>
</tr>
<tr>
<td>To deliver transition Workshops to parents and families across the state. We would bring in post-secondary services providers to provide parents with information about services they can take advantage of. Parents would be more informed of what services were available and then be able to make a more informed decision about their child’s needed service or placement.</td>
</tr>
<tr>
<td><strong>Factors that Aided in Achievement or Success:</strong></td>
</tr>
<tr>
<td>1) Service providers willing to come and present at the work shops</td>
</tr>
<tr>
<td>2) Readily available meeting spaces across the state that we can use.</td>
</tr>
<tr>
<td>3) The goal ties into the team members daily jobs.</td>
</tr>
<tr>
<td>4) The flexibly for some of the team members to travel across the State.</td>
</tr>
<tr>
<td>5) Child care was provided for families who needed it.</td>
</tr>
<tr>
<td>6) Food was provided.</td>
</tr>
<tr>
<td>7) Lodging was provided at one of workshops.</td>
</tr>
<tr>
<td>8) Parents learning from each other.</td>
</tr>
<tr>
<td>9) Service providers learning what other providers are doing.</td>
</tr>
<tr>
<td><strong>Barriers:</strong></td>
</tr>
<tr>
<td>1) Time consuming</td>
</tr>
<tr>
<td>2) Lack of parents participating</td>
</tr>
<tr>
<td><strong>Outputs to Date:</strong></td>
</tr>
<tr>
<td>Three workshops have been held across the State so far.</td>
</tr>
<tr>
<td><strong>Outcomes to Date:</strong></td>
</tr>
<tr>
<td>Data is still being compiled as to outcomes.</td>
</tr>
<tr>
<td>Anecdotal evidence suggests that parents are more informed and have a deeper understanding of resources for their students after graduation.</td>
</tr>
<tr>
<td><strong>Sustainability:</strong></td>
</tr>
<tr>
<td>It can be sustained with all team members being involved in the planning and setting up of the workshops.</td>
</tr>
<tr>
<td><strong>Impact:</strong></td>
</tr>
<tr>
<td>Families and their children will indicate increased skills, knowledge and more positive expectations regarding their post-secondary plans.</td>
</tr>
<tr>
<td>This will lead to students being more appropriately served and placed after high school.</td>
</tr>
</tbody>
</table>
Tennessee Team Information 2012 – 2016

Poster Displayed at the 2016 Summit

**Tennessee**

*Family Involvement*

**Goal:** To empower families by providing opportunities for training and resources related to transition, career and job training, access/accommodations, and other essential services so that their deaf and hard of hearing child will have successful transition from high school by increasing their knowledge, skills, and self-determination.

**Our Greatest Barrier**

Getting parents and families to attend transition workshops!

We overcame this, somewhat, by:

1. Providing childcare and lunch for those who may need it. We were able to provide lodging at one of the workshops.
2. Network with service providers, schools, and other local organizations to inform families of the workshops.

**Outcome:**

- Parents & Students are More Informed!
- 3 Transition Workshops have been held across the State.
- Over 40 families have been connected to post secondary resources

**Our Best Outputs**

More collaboration is happening!
- Parents are reaching out to one another for guidance and support.
- Service providers are collaborating in working with families.
- Students are better prepared for Post-Secondary Success.

<table>
<thead>
<tr>
<th>Tennessee Team Poster</th>
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<td><strong>Outcome:</strong></td>
<td>Parents &amp; Students are More Informed! - 3 Transition Workshops have been held across the State - Over 40 families have been connected to post secondary resources</td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
<td>More collaboration is happening! Parents are reaching out to one another for guidance and support. Service provider are collaborating in working with families. Students are better prepared for Post-Secondary Success.</td>
</tr>
</tbody>
</table>
Texas State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The State of Texas’s goal is to increase the ability of students who are deaf or hard of hearing to successfully transition from high school to the next phase of their lives. To accomplish this goal, the team is engaging in a few strategies, including; 1) creating a collaborative network of stakeholders to come together in round table discussions to create a plan of action; and 2) revising the transition website making it more useable as a medium for exchanging information on a statewide basis. Texas collected feedback and subsequently modified the Texas Transition website. They held the first Round Table and drafted an action plan to increase transition services. The team, as a result of the stakeholder meetings, developed a directory of contacts related to transition services and disseminated it.

Accomplishments through January 2016:
- Connected with stakeholders to engage in state team plan
- Created a survey concerning transition information
- Held structured meetings focusing on the state team’s goals
- Held roundtable discussions with stakeholders

Activities and Outputs through September 2016:
- Created a network of professionals working with students who are Deaf or Hard of Hearing in relation to transition planning.
- Created a statewide website that provides resources and information useful to professionals, parents and students in the state of Texas. www.dhhtexastransition.org
Texas Team Members and Roles

Texas Team -- Summit 2015 participants

Anne Hoscheit  
VR Administrator

Theresa Johnson  
Parent

K-Leigh Villanueva  
Postsecondary Education Program Staff

Ava Robinson  
Transition Services Staff

John A Serrano  
Educational Administrator

Team lead contact information:  
theresa.johnson@tsd.state.tx.us

Information about Texas

- Square Miles / Area:  261,231.71
- Population:  25,145,561
- School Districts:  1,031
- DHH Children Ages 14-21:  2,414

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
<table>
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<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theresa Johnson</td>
<td><a href="mailto:theresa.johnson@tsd.state.tx.us">theresa.johnson@tsd.state.tx.us</a></td>
</tr>
</tbody>
</table>

**5 Current Team Members**

- Representing: Anne Hoscheit, VR services; Ava Robinson, Transition Services; Theresa Johnson, parent; John Serrano, School administrator; K-Leigh Low Villanueva, Higher Education

**5 Members since 2012**

**Taxonomy Area:** Interagency Collaboration: Improve community relationships in the field of transition and deafness

**Goal:** Promote collaboration among all Texas stakeholders through a common understanding of the roles, responsibilities and functions of transition efforts from birth to successful employment for Deaf and Hard of Hearing students.

**Primary Activities:**

1. Identified Tx transition committee members to support the state team
2. Revamped, updated, and improved the Texas Transition website
3. Hosted the roundtable meeting on April 27, 2015 and identified 3 top strategies to maximize our collective efforts:
   - Increase development of essential life skills
   - Develop/host transition training for educators and VR
   - Improve joint efforts between resources and schools

**Factors that Aided in Achievement or Success:**

1. Obtained ‘buy-in’ from VR executive management team about committee’s goals/strategies as it relates to WIOA
2. Enthusiastic and motivated Texas transition committee members provided great ideas based on extensive knowledge/expertise
3. A skilled moderator who understood our needs/intents/goals who successfully a stakeholder meeting together and identified three top strategies to maximize our collective efforts
4. Student panel provided insight on identifying needs

**Barriers:**

1. Not obtaining ‘buy-in’ from VR field staff and teachers
2. Cancellation of January 2016 statewide VR Deaf/HOH conference – method to present undetermined at this time
3. Time – huge challenge due to busy work

**Outputs to Date:**

1. Texas Transition website (English/Spanish) was revamped, updated and brochures (English/Spanish) were printed and available for distribution
2. Joint DARS/Education PP presentation explaining both services
3. Presented at the Deaf Education Administrators Conference June 18/19, 2015
4. Share information which is accessible to anyone

**Outcomes to Date:**

1. Obtained ‘buy-in’ from VR executive management team about committee’s goals/intent/strategies as it relates to WIOA
2. Higher awareness from community providers from across the state about the need for improved collaboration among key stakeholders
3. Useable Texas Transition Website ([www.dhhtexastransition.org](http://www.dhhtexastransition.org))

**Sustainability:**

Continue to host transition committee meetings quarterly and host roundtable meetings annually. We have ‘buy-in’ from the VR executive team members; however, it is undetermined at this time how and when a presentation about our committee will be relayed to the VR field offices. Plans are underway to utilize the Deafness and Hard of Hearing Resource specialists located across the state in working together with both VR and the school districts.
<table>
<thead>
<tr>
<th>Impact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Obtained ‘buy-in’ from VR executive management about committee’s goals/intent/strategies as it relates to WIOA</td>
</tr>
<tr>
<td>2) Obtained higher awareness from community providers from across the state about the importance of improved collaboration re: the needs of transition students who are deaf/hard of hearing as they transition out of high school</td>
</tr>
</tbody>
</table>

**Poster Displayed at the 2016 Summit**

**Texas Team Poster**

<table>
<thead>
<tr>
<th>Interagency Collaboration</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> Promote collaboration among all Texas stakeholders through a common understanding of the roles, responsibilities, and functions of transition efforts from birth to successful employment for the Deaf and Hard of Hearing students.</td>
</tr>
</tbody>
</table>

**Our Greatest Barrier**

1) Not obtaining “buy-in” from VR field staff and teachers  
2) Cancellation of Jan. 2016 statewide VR Deaf/HH conference  
3) Time—huge challenge due to busy work schedules  
4) Size of Texas makes it difficult to cover every part of the state and address every need

**Our Best Outputs**

1) Texas Transition Website was revamped, updated, and brochures (English/Spanish) were printed and available for distribution  
2) Joint DARS/Education PP presentation explaining both services  
3) Presented at the Deaf Education Administrators Conference June 18/19, 2015

**Outcome**

1) Obtained buy-in from the VR executive management team about committee’s goals/intent/strategies as it relates to WIOA  
2) Higher awareness from community providers from across the state about the need for improved collaboration among key stakeholders  
3) Usable Texas Transition Website  

[www.dhhtexastransition.org](http://www.dhhtexastransition.org)

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*Deaf and Hard of Hearing Transition Resources for Texas*
| Outcome: | 1) Obtained buy-in from the VR executive management team about committee’s goals/intent/strategies as it relates to WIOA  
| 2) Higher awareness from community providers from across the state about the need for improved collaboration among key stakeholders  
| 3) Usable Texas Transition Website [www.dhhtexastransition.org] |
Utah State Plan Overview

**Targeted Taxonomy Area:** Family Involvement

**Type of Project:** Presentations

**Summary:** The state of Utah’s goal is to better inform families of deaf and hard of hearing children of the options and resources available to support them and their child as they transition from high school to the next phase of their lives. To accomplish this goal, state agencies USDB (Utah School for the Deaf and Blind), USOR (Utah State Office of Rehabilitation) and DSDHH (Utah State Division of Services to the Deaf and Hard of Hearing) are collaborating together to establish informational fairs, Family Universities and to improve community awareness of transition services and options. The team will also hold bimonthly classes at the Sanderson Deaf Center encouraging family participation in the transition process. By June 2016, Utah will have held transition themed workshops with 80% of the families in attendance indicating that their understanding of their child’s transition needs and resources have increased due to their participation in a class/fair.

**Activities through January 2015:**
- Created a Family University providing families and students with transition information.
- Held structured meetings focusing on the state team’s goals.
- Utah School for the Deaf has been actively collaborating with our Deaf community center, VR, and the State Office of Education for many trainings and activities.
- A transition task force has been meeting monthly and includes many stakeholders to improve student outcomes for transition students. There will be a transition fair later this year.

**Activities and Outputs through September 2016:**
We got involved in a state transition fair. This event focused primarily on the student, but involved the whole family. Because this was a statewide event, there was better attendance from our students and their families than in the past. USDB collaborates with our local community center, the Sanderson Community Center for the Deaf and Hard of Hearing. When we do this, we find both of our events have better attendance by families.
Utah Team Members and Roles

Benjamin Platt  
Transition Services Staff

Marilyn Call  
Vocational Rehabilitation Administration

Kelly Boehmer  
VR Statewide Coordinator of the Deaf (SCD)

Wade Hester  
Transition Services Staff

Michelle Tanner  
Educational Administrator

Team lead contact information: michellet@usdb.org

Information about Utah

- Square Miles / Area: 82,169.62
- Population: 2,763,885
- School Districts: 41
- DHH Children Ages 14-21: 150

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

### Utah Team Summary – 2016

<table>
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<th>NAME OF LEAD</th>
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<tbody>
<tr>
<td></td>
<td>Michelle Tanner</td>
<td><a href="mailto:michellet@usdb.org">michellet@usdb.org</a></td>
</tr>
</tbody>
</table>

**Current Team Members since 2012**

- Michelle Tanner, Associate Superintendent of the Deaf, USDB
- Marilyn Call, Associate Superintendent of the Deaf, USDB
- Kelly Boehmer, Associate Superintendent of the Deaf, USDB
- Wade Hester, Associate Superintendent of the Deaf, USDB
- Ben Platt, Associate Superintendent of the Deaf, USDB

**Taxonomy Area:** Family Involvement

**Goal:** By September 30, 2016, Utah will have held transition themed workshops with 80% of the families in attendance indicating that their understanding of their child’s transition needs and resources have increased due to their participation in a class/fair.

**Primary Activities:**
1. Involving students and their families in community activities that promote understanding of the services for deaf adults.
2. Creating a task force to address current concerns and improve services to students and families of transition students.

**Factors that Aided in Achievement or Success:**
Collaboration between the community center for the deaf, the Utah School for the Deaf and VR representing the deaf has been excellent. All three groups work well with one another and act as a team for a common goal.

**Barriers:**
In 2014 our team conducted two transition workshops called “Family University.” These were not well attended despite advertising. We also posted them online but few people watched the workshops.

**Outputs to Date:**
1. USD has created a task force that meets monthly to discuss transition and improving student outcomes for transition students.
2. Families are attending more after school activities and weekend events co-sponsored by USD and the Sanderson Community Center.

**Outcomes to Date:**
1. USD has convened a transition task force that meets monthly and includes teachers, administrators, after school coordinators, dorm supervisors and counselors that meet on a monthly basis to improve transition outcomes. From each meeting goals and short term action plans are created. This group will plan the transition fair for this summer.
2. VR Counselors and USD Post High School staff are in contact at least monthly to discuss student needs.

**Sustainability:**
The transition task force will continue to meet monthly and involve VR, the community center for the deaf and the state school for the deaf. VR Counselors will continue to attend IEP meetings for students and provide trainings for students on how to use VR services. USD will continue to plan events with the Sanderson Community Center of the Deaf.

**Impact:**
This collaboration will create better student outcomes for deaf students in Utah and together we will improve community awareness of transition services and options available within the state. With improved collaboration, there will be less students that “fall through the cracks.” Parents, families and deaf students will be better prepared to enter adult life.
Utah Team Information

Utah Team Poster

Goal: By September 30, 2016, Utah will have held transition themed workshops with 80% of the families in attendance indicating that their understanding of their child’s transition needs and resources have increased due to their participation in a class/fair.

Our Greatest Barrier: (Overcame? Solution)

Engage families through fun activities!

In 2014 our team conducted two transition workshops called “Family University.” These were not well attended despite advertising. We also posted them online but few people watched the workshops.

In 2015 we engaged families in more informal ways such as basketball games and practices, fun family events, and summer camps.

We feel more confident that the families will attend a transition fair that is fun and involves the whole family.

Our Best Outputs:

USD Basketball games and activities held at the Sanderson Community Center
Collaboration with Sanderson Community Center of the Deaf and Hard of Hearing, Vocational Rehabilitation, and the Utah School for the Deaf has been remarkable! We work together as a team and are unified in our support of the Deaf Community and families.

Families are attending more after school activities and weekend events co-sponsored by USD and the Sanderson Community Center.

Utah Team Information 2012 – 2016
| Outcome: | Transition Task Force Meeting Monthly USD has convened at transition task force that meets monthly and includes teachers, administrators, after school coordinators, dorm supervisors, and counselors that meet on a monthly basis to improve transition outcomes. From each meeting, goals and short-term action plans are created. They will plan the transition fair this summer. VR Counselors and USD Post High School staff are in contact at least monthly to discuss student needs. |
Vermont State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Transition Resource Booklet

Summary: The Vermont team regrouped and revised their goals after significant changes occurred in the state. As a result, the team will establish a standing committee to identify transition related issues in the state.

1) Compile resources into one booklet
2) Compile accurate and current data of transition age students with hearing loss
3) Identify Vocational Rehabilitation qualifications and determine if what they offer addresses the current student population needs in the state
4) Determine a method for the AOE to ensure and track that transition information is reaching students, families and professionals

Activities and Outputs through September 2016:

- Secured representation from the Vermont Agency of Education.
- Will continue to work on the completion of a resource booklet outlining transition services available in the state
Vermont Team Members and Roles

Vermont Team -- Summit 2015 participants

Patrick Harris  
Deaf Community member

Pam Hoover  
Parent

Alicia Ayles  
Regional or Local Educational Program Educator

Kathy Velon  
Vocational Rehabilitation Counselor (RCD)

Team lead contact information:  
Uglymutts@aol.com

Information about Vermont

- Square Miles: 9,216.66
- Population: 6,257,451
- School Districts: 294
- DHH Children Ages 14-21: 37

* From OSEP's 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
# Vermont Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pam Hoover</td>
<td><a href="mailto:uglymutts@aol.com">uglymutts@aol.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Current Team Members</strong> since 2012</th>
<th>Representing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent, Consultant, VR Services, Access</td>
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<table>
<thead>
<tr>
<th>Taxonomy Area</th>
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<tbody>
<tr>
<td>Interagency Collaboration</td>
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</table>

<table>
<thead>
<tr>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a standing committee to identify transition related issues in our state.</td>
</tr>
<tr>
<td>5) Compile resources into one booklet</td>
</tr>
<tr>
<td>6) Compile accurate and current data of transition age students with hearing loss</td>
</tr>
<tr>
<td>7) Identify Vocational Rehabilitation qualifications and determine if what they offer addresses the current student population needs in the state</td>
</tr>
<tr>
<td>8) Determine a method for the AOE to ensure and track that transition information is reaching students, families and professionals</td>
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<table>
<thead>
<tr>
<th>Primary Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and meet with fifth team member from Vermont Agency of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors that Aided in Achievement or Success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We regrouped, and set new goals after our state upheaval. Pam Hoover met directly with John Spinney, Director of Transition at the Agency of Education, on three separate occasions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Barriers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in team structure due to the following:</td>
</tr>
<tr>
<td>Fall 2014: State school for the Deaf closes; Statewide service agency for Deaf and hard of hearing closes after declaring bankruptcy; statewide educational consultation services for Deaf and hard of hearing are placed under a new agency. Necessity to reevaluate and develop a new goal based on current state situation.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Outputs to Date:</th>
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<tbody>
<tr>
<td>Secured representation from the Vermont Agency of Education</td>
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<table>
<thead>
<tr>
<th>Outcomes to Date:</th>
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<tbody>
<tr>
<td>Continue to work on the completion of a resource booklet outlining transition services available in the state</td>
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<table>
<thead>
<tr>
<th>Sustainability:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow up meeting(s) with John Spinney to ensure successful transmission of transition information to Deaf and hard of hearing students and families. We hope involvement at the Agency of Education will increase awareness of state needs.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Impact:</th>
</tr>
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<tbody>
<tr>
<td>1) Collected current data on high school students in the state</td>
</tr>
<tr>
<td>2) Established relationship at state level</td>
</tr>
<tr>
<td>3) Beginning of discussions with the Vocational Rehabilitation program regarding current audiological qualifications for services</td>
</tr>
</tbody>
</table>
Interagency Collaboration

Goal: Establish a standing committee to identify transition related issues in our state. 1) Compile resources into one booklet. 2) Compile accurate and current data of transition age students with hearing loss. 3) Identify Vocational Rehabilitation qualifications and determine if what they offer addresses the current student population needs in the state. 4) Determine a method for the AOE to ensure and track that transition information is reaching students, families and professionals.

Our Greatest Barrier
Upheaval in the State
Services for Deaf and hard of hearing students were severely impacted due to the closure of the state school and statewide service agency. This resulted in loss of jobs for several team members and a necessity to reevaluate and develop a new goal.

Outcome: Continue to work on the completion of a resource booklet outlining transition services available in the state.

Our Best Outputs
Secured representation from the Vermont Agency of Education

<table>
<thead>
<tr>
<th>Vermont Team Poster</th>
<th>Interagency Collaboration</th>
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<tbody>
<tr>
<td>Goal:</td>
<td>Establish a standing committee to identify transition related issues in our state.</td>
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<td>4) Determine a method for the AOE to ensure and track that transition information is reaching students, families, and professionals</td>
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<tr>
<th>Our Greatest Barrier: (Overcame? Solution)</th>
<th>Upheaval in the State</th>
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<tr>
<th>Outcome:</th>
<th>Continue to work on the completion of a resource booklet outlining transition services available in the state</th>
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</table>

| Our Best Outputs: | Secured representation from the Vermont Agency of Education |
Virginia State Plan Overview

Targeted Taxonomy Area: Student Focused Planning

Type of Project: Presentations

Summary: The Virginia state team’s goal is to increase positive post-secondary outcomes for students who are deaf or hard of hearing though education and direct involvement in the transition process. To accomplish this goal, the team is offering self-determination/self-advocacy transition events for students, parents and professionals to increase awareness and understanding of the importance of transition plans. By June 2016, Virginia will have hosted regional transition events for 125-150 participants, impacting their total knowledge of transition resources available in the state.

Activities through January 2015:
- Worked with the Virginia Department of Education identifying resources for transition training.
- Worked on state team website.
- Looked at regions currently and will continue to plan locations.
- Held structured meetings focusing on the state team’s goals.

Activities and Outputs through September 2016:
The Virginia team’s project focused on improving deaf and hard of hearing students' self-determination skills and involvement in their IEP meetings, by providing multiple deaf and hard of hearing transition events for professionals, students and parents. The Opening Doors to Life Beyond High School (ODLBHS) event was introduced as a pre-session to the annual Opening Doors-Unlocking Potential institute for deaf and hard of hearing professionals. ODLBHS included a session to introduce Map-It: What Comes Next. An online Community of Practice was then established among statewide deaf and hard of hearing professionals to delve further into utilizing Map-It as a transition training tool for deaf and hard of hearing students.
Virginia Team Members and Roles

Ann Hughes  
Frances Martin  
Shira Brothers  
Mary Nunnally  
Wanda Council

Community-based Agency Staff  
Parent  
Educational Administrator  
VR Statewide Coordinator of the Deaf  
State Educational Consultant

Team lead contact information: Wanda.Council@doe.virginia.gov

Information about Virginia

- Square Miles / Area: 39,490.09
- Population: 8,001,031
- School Districts: 134
- DHH Children Ages 14-21: 472

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
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</thead>
<tbody>
<tr>
<td>Virginia Team Summary - 2016</td>
<td>Wanda Council</td>
<td><a href="mailto:Wanda.Council@doe.virginia.gov">Wanda.Council@doe.virginia.gov</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Team Members</th>
<th>Representing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Members since 2012</td>
<td>VA Dept. of Education, VA Dept. for Aging and Rehabilitative Services, Parent, School Division DHH Program, State DHH Technical Assistance Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Student-Focused Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>To provide activities and training specifically designed to address the unique needs of students who are deaf and hard of hearing, their parents, teachers and other professionals to promote the self-determination skills of all students preparing to exit Virginia public schools, state operated and regional programs.</td>
</tr>
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<table>
<thead>
<tr>
<th>Primary Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Opening Doors to Life Beyond High School</td>
</tr>
<tr>
<td>2) Opening Doors - Unlocking Potential Institute</td>
</tr>
<tr>
<td>3) I’m Determined Youth &amp; Parent Summit</td>
</tr>
<tr>
<td>4) VSDB Fall VR Day</td>
</tr>
<tr>
<td>5) pn2-VA Quick Class: Deaf Learner</td>
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<table>
<thead>
<tr>
<th>Factors that Aided in Achievement or Success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Support from pn2 Champion</td>
</tr>
<tr>
<td>2) Financial support from pn2</td>
</tr>
<tr>
<td>3) Distance technology tools: communication and meeting</td>
</tr>
<tr>
<td>4) Ongoing commitment and collaboration among team members</td>
</tr>
<tr>
<td>5) Higher level administrative support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Barriers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Coordinating schedules for team meetings</td>
</tr>
<tr>
<td>2) Availability of student specific data</td>
</tr>
<tr>
<td>3) Coordination of funding from various agencies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outputs to Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Inaugural event: Opening Doors to Life Beyond High School</td>
</tr>
<tr>
<td>2) Increased self-determination awareness</td>
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<tr>
<th>Outcomes to Date:</th>
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<tbody>
<tr>
<td>Participation in the events from June 2014 to November 2015 included:</td>
</tr>
<tr>
<td>1) 106 students</td>
</tr>
<tr>
<td>2) 23 parents</td>
</tr>
<tr>
<td>3) 421 professionals</td>
</tr>
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</table>

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<thead>
<tr>
<th>Sustainability:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have administrative support across agencies in addition to changes in federal laws that require ongoing transition activities (WIOA).</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Impact:</th>
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<tbody>
<tr>
<td>Training to students, parents and professionals will assist in fostering increased active participation by students in the IEP process and transition planning for life beyond high school.</td>
</tr>
</tbody>
</table>
**Goal:** Provide activities and training specifically designed to address the unique needs of students who are deaf and hard of hearing, their parents, teachers, and other professionals to promote the self-determination skills of students preparing to exit Virginia public schools, state operated, and regional programs.

**Our Greatest Barrier:** Coordinating schedules for team meetings

**Solution:** Meetings held through Omnijoin, phone calls, and face-to-face.

**Words of Wisdom:** Use technology and resources provided by pn2 and your state. Utilize your pn2 Champion as a coach.

**Our Best Outputs:**

- *Inaugural event: Opening Doors to Life Beyond High School* – 52 participants (students, parents and professionals)
- *Increased Self-Determination awareness among students, parents and professionals*
- *pn2-VA QuickClass: Deaf Learner DEEP (Discussions on Education and Evidence-based Practices)* – 71 professionals

**Opening Doors to Life Beyond High School**

“*It made me learn for my future.*” - Student

“*Excellent information and motivational.*” - Parent

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<th>Virginia Team Poster</th>
<th>Student-Focused Planning</th>
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<td><strong>Goal:</strong></td>
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</tr>
</tbody>
</table>
| **Our Greatest Barrier:** Coordinating schedules for team meetings | **Our Best Outputs:**
| (Overcame? Solution) | *Inaugural event: Opening Doors to Life Beyond High School* – 52 participants (students, parents and professionals) |
|                      | *Increased Self-Determination awareness among students, parents and professionals* |
|                      | *pn2-VA QuickClass: Deaf Learner DEEP (Discussions on Education and Evidence-based Practices)* – 71 professionals |
| **Outcome:**         | Opening Doors to Life Beyond High School |
|                      | “*It made me learn for my future.*” - Student |
|                      | “*Excellent information and motivational.*” - Parent |
Washington State Plan Overview

Targeted Taxonomy Area: Program Structure

Type of Project: Website

Summary: The state of Washington’s goal is to increase interagency cooperation to better address the needs of students who are deaf and hard of hearing as they transition to post-secondary education. To accomplish this goal, the team has identified areas of concern and is connecting with stakeholders to remedy the issues. Additionally, stakeholders will assist the Summit team in creating a website to house state and local transition resources. By June 2016, Washington will have held quarterly meetings of invested stakeholders and will have completed a website intended to disseminate information and resources. Moreover, the team will have designed a plan for data disaggregation with the CCTS (Center for Change and Transition Services) to analyze data and increase the team’s understanding of necessary transition services.

Activities through January 2015:
• Held structured meetings focusing on the state team’s goals.

Activities and Outputs through September 2016:
We have focused on increasing involvement and the knowledge base of families with deaf and hard of hearing children. We wrote a survey to be given to parents/guardians at the IEP meetings to determine their level of knowledge regarding transition plans and transition services. In addition to the parent survey, we have added a full day gathering of as many deaf and hard of hearing students from across the state to attend Jr. Achievement. Our State Transition team has planned the agenda for the day. Last year, we had self-advocacy workshops for high school students and families. We had deaf adults from a variety of professions (beautician, Boeing engineer, Deaf interpreter, vet tech, Amazon executive etc.). This year we will add a program that includes resume writing and mock interviews. Students will have two interviews, one with a deaf adult and another with a hearing adult and ASL interpreter.
Washington Team Members and Roles

Washington Team -- Summit 2015 participants

Sue Ann Bube                      Postsecondary Education Program Staff
Dan Crady                        Transition Services Staff
Toni Stromberg                   Parent
Jennifer White                   Community-based Agency Staff
Carol Carrothers                 State Educational Consultant
Jennifer Ellis                   Transition Teacher
Michelle McConaghy               Vocational Rehabilitation Counselor (RCD)

Team lead contact information: carolc@cwu.edu

Information about Washington

- Square Miles / Area: 66,455.52
- Population: 6,724,540
- School Districts: 295
- DHH Children Ages 14-21: 414

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Carrothers</td>
<td><a href="mailto:CarolC@cwu.edu">CarolC@cwu.edu</a></td>
<td></td>
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<table>
<thead>
<tr>
<th>Current Team Members</th>
<th>Representing:</th>
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<tbody>
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<td>9</td>
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<td>6</td>
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</table>

| Taxonomy Area: | Family Involvement |

| Goal: | To increase access to consistent post-high school transition information so families with deaf/HH and deaf-blind students in Washington can make informed decisions related to transition |

| Objective: | 1) Expand membership of our state Transition Team to include all relevant stakeholders in order to expand our awareness of each other and broaden our scope and influence across the state  
2) Collect data on website use as well as data that reveals the impact of successful transition plans on student performance to increase teachers of the deaf and general education teachers' understanding of their value |

| Primary Activities: | 1) State listserv  
2) Website |

| Factors that Aided in Achievement or Success: | We assembled a team that worked together to prioritize goals, identify resources and materials, create a survey, and organize the transition fairs |

| Barriers: | Webhosting has been an ongoing challenge. This has been worked out with a partnership with WSDS. Identifying and getting DHH transition information to the correct parties has been an ongoing challenge. |

| Outputs to Date: | 1) Survey  
2) Transition fair |

| Outcomes to Date: | Transition Fairs: Almost all participants either Agree or Strongly Agree that the transition fairs this year have been well organized and valuable for DHH students. Participants report that the Deaf Panel was the most beneficial part with students leaving with more information about employment and postsecondary education resources including the WACAD program. Attendance: 323 total participants with 88 DHH students resulting in 44 referrals to DVR. |

| Sustainability: | We have created partnerships for each of the activities which should assist in making each item sustainable:  
a) Website (WSDS)  
b) Survey and eNewsletter (CCTS), and Transition Fairs (DVR) |

| Impact: | Short and long term (i.e., post-school survey) impact of the outputs are yet to be determined. See outcomes to date for information about the Transition Fairs. |
Washington Team Information

Poster Displayed at the 2016 Summit

<table>
<thead>
<tr>
<th>Washington Team Poster</th>
<th>Family Involvement</th>
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</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>To increase access to consistent post-high school transition information so families with deaf HH and deaf-blind students in Washington can make informed decisions related to transition.</td>
</tr>
<tr>
<td>Our Greatest Barrier: (Overcame? Solution)</td>
<td>Website Creation &amp; Hosting</td>
</tr>
<tr>
<td>Words of Wisdom:</td>
<td>Things take longer than anticipated</td>
</tr>
<tr>
<td></td>
<td>Navigating state systems takes time and patience</td>
</tr>
<tr>
<td></td>
<td>Start small – transition information can be overwhelming – need to keep it simple</td>
</tr>
<tr>
<td>Outcomes:</td>
<td>State-Wide Transition Fairs</td>
</tr>
<tr>
<td></td>
<td>6 Transition Fairs per year</td>
</tr>
<tr>
<td></td>
<td>Statewide DHH Teacher Listserve</td>
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<tr>
<td></td>
<td>Parent Survey Created</td>
</tr>
<tr>
<td>Our Best Outputs:</td>
<td>All Roads Lead to Employment: By the Numbers</td>
</tr>
<tr>
<td></td>
<td>323: Transition fair attendance</td>
</tr>
<tr>
<td></td>
<td>88: Number of DHH students in attendance</td>
</tr>
<tr>
<td></td>
<td>84: Referrals to DVR</td>
</tr>
<tr>
<td></td>
<td>100: Number of DHH students exiting high school</td>
</tr>
<tr>
<td></td>
<td>17: Number of DHH students employed within 1 year of leaving high school</td>
</tr>
</tbody>
</table>
West Virginia State Plan Overview

**Targeted Taxonomy Area:** Student Focused Planning

**Type of Project:** Website

**Summary:** The state of West Virginia’s Summit goal is to provide deaf and hard of hearing students, their families, and service providers with the most effective transition practices to ensure more successful transition rates. To accomplish this goal, the team is creating an interactive pathway outlining effective transition practices intended to change and grow as practices change. By June 2016, West Virginia will have created an interactive pathway devoted to transition resources. This pathway will reach approximately 450 students, 75 of which will be high school students who can actively incorporate the information into their transition plans.

**Activities through January 2015:**
- Held a fall conference that identified the needs of students, families, and teachers.
- Established a teacher review team to identify the most valuable tools for the creation of a state website.
- Held structured meetings focusing on the state team’s goals.

**Activities and Outputs through September 2016:**
We want to give students, families, professionals, teachers, etc. an interactive website portal to provide transition services information to them. The website will be a living interactive pathway designed not only to guide the students, teachers, and families in their transition path but also to provide a portal for effective up-to-date practices that can grow as the knowledge grows. This pathway will be a training tool for students, teachers, and service providers and a self-determination tool for students.
West Virginia Team Members and Roles

Dr. Martin Keller  Educational Administrator
Annette Carey  State Education Consultant
Crystal Miller  Rehabilitation Services
Gwen Bryant  Parent
Rachel Gill  Rehabilitation Services
Donna Keller  Transition Specialist

Team lead contact information: rachel.l.gill@wv.gov

Information about West Virginia

- Square Miles / Area: 24,038.21
- Population: 1,850,326
- School Districts: 55
- DHH Children Ages 3-21: 460
- DHH Children Ages 14-21: 147

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
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<tbody>
<tr>
<td></td>
<td>Rachel Gill</td>
<td><a href="mailto:Rachel.L.Gill@wv.gov">Rachel.L.Gill@wv.gov</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Team Members</th>
<th>Representing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Members since 2012</td>
<td>Rachael Gill, Division of Rehabilitation Services, Crystal Miller, Division of Rehabilitation Services, Gwen Bryant, Division of Rehabilitation Services, Martin Keller, Division of Rehabilitation Services, Annette Carey, Division of Rehabilitation Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taxonomy Area:</th>
<th>Student-Focused Planning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Deaf and Hard of Hearing individuals are empowered to maximize the transition opportunities available to all.</th>
</tr>
</thead>
</table>

| Primary Activities:   | 1) Data collection, training and resource identification  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2) Develop an interactive pathway of peer reviewed resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors that Aided in Achievement or Success:</th>
<th>Collaborative partnerships in WV</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Barriers:</th>
<th>Changing team members, rural nature of WV, low expectations</th>
</tr>
</thead>
</table>

| Outputs to Date:                              | 1) Presentation/discovery facilitation to understand the state of the state  
<table>
<thead>
<tr>
<th></th>
<th>2) Peer review of transition resources and identification of most effective tools</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outcomes to Date:</th>
<th>Statewide collaborative under planning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sustainability:</th>
<th>Statewide collaborative is the first step towards establishing relationships between rehabilitation counselors, teachers and parents.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Impact:</th>
<th>Approximately 75% of the students who are deaf or hard of hearing, their parents, rehabilitation counselors and teachers will be exposed to pathway information and utilize the information to plan for transition.</th>
</tr>
</thead>
</table>
West Virginia Team Information 2012 – 2016

Poster Displayed at the 2016 Summit

**Student-Focused Planning**

*Deaf or Hard of Hearing individuals are empowered to maximize the transition opportunities*

**Our Greatest Barrier (Overcame? Solution)**

- Low expectations within a fragmented system
  - Rural
  - Low expectations from:
    - Teachers
    - Parents
    - Rehabilitation counselors
    - Students
    - Employers
    - Community
  - Lack of systematic process

**Our Best Outputs**

- Began data collection and creating partnerships
- Reviewed research on the components of effective transition
- Research converted to presentation/discovery facilitation process to determine West Virginia’s state of the state. Audience included: parents, students, house parents, teachers, administrators.
- Teachers conducted a peer review of transition resources and selected targeted resources that met the needs targeted above.
- Planning continued for the distribution and training on targeted materials

**Outcome**

- Partnerships: Bridging the Gap
  - Statewide collaborative conference currently being planned bringing rehabilitation counselors for the deaf, teachers, and parents together.

---

<table>
<thead>
<tr>
<th>West Virginia Team</th>
<th>Student-focused Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Deaf and Hard of Hearing Individuals are empowered to maximize the transition opportunities</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong> (Overcame? Solution)</td>
<td>Low expectations within a fragmented system</td>
</tr>
<tr>
<td></td>
<td>- Rural</td>
</tr>
<tr>
<td></td>
<td>- Low expectations from: Teachers; Parents; Rehabilitation counselors; Students; Employers; Community</td>
</tr>
<tr>
<td></td>
<td>- Lack of systematic process</td>
</tr>
<tr>
<td><strong>Our Best Outputs:</strong></td>
<td>Began data collecting and creating partnerships</td>
</tr>
<tr>
<td></td>
<td>Reviewed research on the components of effective transition</td>
</tr>
<tr>
<td></td>
<td>Research converted to presentation/discovery facilitation process to determine West Virginia’s state of the state.</td>
</tr>
<tr>
<td></td>
<td>Audience included: parents, students, house parents, teachers, administrators.</td>
</tr>
<tr>
<td></td>
<td>Teachers conducted a peer review of transition resources and selected targeted resources that met the needs targeted above.</td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td>Partnerships: Bridging the Gap</td>
</tr>
<tr>
<td></td>
<td>Statewide collaborative conference currently being planned bringing rehabilitation counselors for the deaf, teachers, and parents together.</td>
</tr>
</tbody>
</table>
Wisconsin State Plan Overview

Targeted Taxonomy Area: Interagency Collaboration

Type of Project: Collaborative Network

Summary: The state of Wisconsin’s Summit goal is to provide deaf and hard of hearing students with better transitional resources to assist them as the move from high school to next phase of their lives. To accomplish this goal, the team is creating a collaborative network of invested stakeholders who will work to make transition resources more available and precise. The collaborative network will include state, and local agencies determined to increase student’s knowledge, skills, and attitudes as they transition. By June, 2016, Wisconsin will have encouraged collaboration among invested stakeholders, increasing state providers participation in their network to at least 75%. Additionally, the state will use indicator 14 as well as increased student knowledge to demonstrate the positive impact the changes are making.

Activities through January 2015:
- Created a centralized directory of resources for transition.
- Developed a collaborative network of key stakeholders.

Activities and Outputs through September 2016:
Wisconsin continues to evolve as people continue to transition in and out of positions. One of our focuses has been to continually find interested people to join this particular team for meetings, projects and to share ideas and past projects. We worked on increasing participation in the postsecondary outcomes for the state. We worked on incorporating each other onto resource listings on our respective websites. We continue to work on a way to offer mentoring of DHH adults with DHH youth. We have found technology to be a huge asset in this regard with information sharing. We continue to try to find ways to be able to directly connect (via computers or phones) adults and youth to share their stories, their successes, the challenges they have encountered and overcome. We sent a 'proof of concept' recording (sign/voiced/captioned) to StoryCorps in New York and have been following their progress as they develop an app for recording more than only auditory. It is a very slow process but we are encouraged by the collaborative efforts and forward movement.
Wisconsin Team Members and Roles

Maryann Barnett  
State Education Consultant

Pamela Sue Conine  
Parent

Jason Franklin  
Transition Services Staff

Jim Schumacher  
VR Administrator

Dan Milliken  
Deaf Community Member

Team lead contact information:  
maryann.barnett@wesp-dhh.wi.gov

Information about Wisconsin

- Square Miles / Area: 54,157.8
- Population: 5,686,986
- School Districts: 424
- DHH Children Ages 14-21: 546

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.

** Data obtained from US Census, 2010 retrieved February 9, 2015

# Wisconsin Team Summary - 2016

<table>
<thead>
<tr>
<th>About this State Team</th>
<th>NAME OF LEAD</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maryann Barnett</td>
<td><a href="mailto:Maryann.Barnett@wesp-dhh.wi.gov">Maryann.Barnett@wesp-dhh.wi.gov</a></td>
</tr>
</tbody>
</table>

## Current Team Members since 2012

Representing:

- Maryann Barnett 11/2013 (Chicago), State Dept of Education for DHH, Jason Franklin 11/2013 (Chicago), City of Milwaukee Public School for DHH; DHH Community member
- Jim Schumacher 1/2015 (Wash DC), State Vocational Rehab for DHH Admin; "Sense"ibility Team Lead, Pam Conine 1/2015 (Wash DC), Parent; University Program Director, Dan Millikin 1/2015 (Wash DC), State Department (ODHH) Director; DHH Community member

### Taxonomy Area

Interagency Collaboration

### Goal

We have a large state with many good resources. We do not often come together as specialists to share with each other to assist them as the move from high school to next phase of their lives. “The state of Wisconsin’s Summit goal is to provide deaf and hard of hearing students with better transitional resources to assist them as they move from high school to the next phase of their lives. To accomplish this goal, the team is creating a collaborative network of invested stakeholders who will work to make transition resources more available and precise. The collaborative network will include state, and local agencies determined to increase student’s knowledge, skills, and attitudes as they transition.

### Primary Activities

1) Our #1 goal in Chicago 2013 was to complete the team of 5. This did NOT happen until January 2015 in Washington, D.C. We had a very late start....

2) Ideas generated in Chicago:
   a. Shared online director of resources
   b. Enhanced participation in Statewide Outcomes/ Indicator 14 as it pertains to dhh graduates.
   c. Adult Role Model project (PLAN A)

3) PLAN B/ Adult Role Model Program evolved into recording dhh adults to share their stories and save to a known provider/platform already in existence WITH a library to be accessed in the future. We did not want to use YouTube or Twitter as we wanted ‘sustainability’/... This PLAN B is still currently ‘under construction’ as we make contact with David Isay of StoryCorp and his staff. On 12/10 we were in phone contact with Todd Harvey, Library of Congress- The American Folklore Center. We provided Todd with a sampling of video we produced earlier. We have yet to edit and caption the video but we felt it would give us credibility as an initial ‘proof of concept’. Upon receiving the video clips, Todd responded via email, “Very exciting project. Send me a prospectus and I will talk to our director, Betsy Peterson.” Todd indicated that David Isay, founder of StoryCorp, is a regular visitor to the Center and that Todd’s director Betsy, knows Dave personally. (GOOD NEWS!)

4) Continued participation in/of ongoing activities in Wisconsin:
   a. Annual College & Transition Fair
   b. Annual Professional and Family Conferences
   c. Sharing of events from Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach, Deaf Awareness Week Wisconsin, Wisconsin Association of the Deaf, Office for the Deaf and Hard of Hearing, Milwaukee Association of the Deaf, Spanish Speaking Family Weekend, Wisconsin School for the Deaf -WSD, and others...
   d. Promise Grant information
   e. Wisconsin Transition Conference
   f. Wisconsin Transition Academy as well as county sponsored Community on Transition meetings, and retreats.
   g. Preview Days at the various University of Wisconsin schools
   h. Wisconsin Educational Fair System-hosts a month long traveling college fair each fall
   i. Collaboration with WSD for biannual college fairs, summer school options
j. Interagency Agreement between the Department of Public Instruction-DPI/ Department of Vocational Rehabilitation-DVR/ and Department of Health Services-DHS allows and encourages the three to collaborate

5) Indicator 14/Outcomes: One member became involved summer 2014 and two members were trained summer 2015 (with 5 others) to assist in the interviews of dhh graduates. Information gleaned goes into a statewide database and shows how our involvement has positively impacted the statistics and thus the students of Wisconsin!

### Factors that Aided in Achievement or Success:

1) The FULL TEAM of 5: Until January in Washington, D.C. Team Wisconsin had not been together in one place. We agreed on meeting dates and locations, along with interpreters. Two of us work within a school calendar with times and dates less flexible.

2) Communication Mode: We attempted to use OMNIJOIN as well as FaceTime without success. Committing to dates and locations helped. Pepnet $$ to fund interpreters helped. Our willingness to travel helped. (We took turns hosting).

3) More than 1 project to work towards accomplishing: We began by sharing resources to compile into ONE directory. At the time there were three of us (one member has since left and three new members have joined). One of us was already working with the State Transition team to enhance participation by dhh graduates. This gave us positive reinforcement as we struggled with the Role Model (PLAN A) goal. As we all work for agencies/IHE with resources listed on our websites, having ONE directory became less vital than the sharing of the best resources. We also wanted to be sure that WE were each listed in each other’s website as resources with our own agency. This would be done individually with our own webmasters.

### Barriers:

1) Staffing ourselves: One member of our team was new to Wisconsin as of January 2014 and was not able to travel to Denver as still orienting to primary position. Another member had hoped to delegate working with Pepnet to a colleague, only to find her/himself would be the representative to this team. Three members must always work through a member of management before committing time to this additional project.

2) Delays in the state system impacting our movement: We HAD hoped to be able to have live 1:1 dhh role models to meet with youth. Staying fixated on LIVE meetings between adult and youth, rather than using technology sooner, prolonged our moving forward (Forward happens to be the Wisconsin state motto). Initially Wisconsin Educational Services Program for the Deaf and Hard of Hearing –WESP-DHH Outreach had hoped to launch an Adult Role Model Program, matching our goal; however the proposal was declined. Much like us, all searched for a “PLAN B”. Whereas, WESP-DHH Outreach has a website and will soon have a library of dhh story ‘vignette’, Team Wisconsin hopes for a more national platform via ‘StoryCorp’.

### Outputs to Date:

1) All have reviewed own websites and addressed additions to resources, links, etc.

2) We have improved dhh statistics due to involvement with Indicator 14

3) We have recorded a variety of dhh adults in short 3 minute interviews using a VYCLONE app

4) We have secured professional help with editing, captioning and using voiceover for a presentable montage for both StoryCorp and Pepnet Summit

5) We have made contact with StoryCorp and hope to have GOOD NEWS when we present in Atlanta!

### Outcomes to Date:

1) We continue to network and collaborate within the state of Wisconsin. We share email flyers and news of dhh events occurring, including plays, gatherings, and presentations. This includes teachers of the deaf and hard of hearing, interpreters, vocational counselors, adults and service providers. The more these adults learn and share, the more information will be shared with the transitioning youth in Wisconsin.

2) Outcomes in Wisconsin are improved. Mary Kampa, director of the Indicator 14/Outcomes says, “Overall, youth who are DHH are well prepared to transition to postsecondary education.”

3) (Hoping for a StoryCorp comment/quote here...)

### Sustainability:

1) As websites for separate agencies, all will have improved.

2) With participation and involvement in the Indicator 14 process, enthusiasm is generated and we were told there is “more to come”.

3) Whether PLAN A, or PLAN B or assisting WESP-DHH Outreach with their video vignettes, there will be recordings of dhh adults sharing their stories. All are or will be accessible via technology.
This Team Wisconsin, sponsored by Pepnet has invigorated, inspired, motivated, and encouraged us into becoming the very best version of Wisconsin Transition for DHH youth. Although many things were already in place; we have seen improvement, revision, addition, deletion to the ever-changing Transition Needs as it pertains to dhh students. The collaboration between the five agencies represented on this TEAM and the “What’s Next?” attitude speaks for itself!

**Poster Displayed at the 2016 Summit**

<table>
<thead>
<tr>
<th>Wisconsin Team Poster</th>
<th>Interagency Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>The state of Wisconsin’s Summit goal is to provide deaf and hard of hearing students with better transitional resources to assist them as they move from high school to the next phase of their lives. To accomplish this goal, the team is creating a collaborative network of invested stakeholders who will work to make transition resources more available and precise. The collaborative network will include state and local agencies determined to increase students’ knowledge, skills, and attitudes as they transition.</td>
</tr>
<tr>
<td><strong>Our Greatest Barrier:</strong> Record, Share and Preserve stories of DHH adults</td>
<td><strong>Outcome:</strong> By Atlanta, sample captioned video of DHH adults sharing their stories.</td>
</tr>
</tbody>
</table>
| **Sustainability:** Once available to the general public, we expect this “app” to GO VIRAL | **Wisconsin Team Information**

2012 – 2016
Wyoming State Plan Overview

Targeted Taxonomy Area: Student Development

Type of Project: Presentations

Summary: The state of Wyoming’s Summit goal is to ensure deaf and hard of hearing students have access to every opportunity in order to maximize their potential as they transition from high school to post-secondary options. To accomplish this goal, the team is creating Secondary Transition Workshops providing students, teachers, and professionals with self-advocacy training and information on resources and accommodations as they prepare their transition plans. By June, 2016, Wyoming will have held a Secondary Transition Workshop with 50-60 attendees, 20-30 of which will be students who will demonstrate an increased knowledge of the resources available to them.

Activities through January 2015:
- Planned and held a Secondary Transition Workshop.
- Held structured meetings focusing on the state team’s goals.

Activities and Outputs through September 2016:
We created a tab on the Wyoming Instructional Network website that focuses on transition for students who are deaf or hard of hearing.
http://wyominginstructionalnetwork.com/outreach-services/outreach-services-for-deafhard-of-hearing/transition/
Wyoming Team Members and Roles

Lori Cielinski  VR Statewide Coordinator of the Deaf (SCD)
Christie Fritz  State Education Consultant
Nicky Harper  Transition Consultant
Jo Otterholt  Transition Services Staff
Kim Reimann  Parent
Janine Cole  State Education Consultant

Team lead contact information: Christie.fritz@wyo.gov

Information about Wyoming

- Square Miles: 97,093.14
- Population: 563,626
- School Districts: 48
- DHH Children Ages 14-21: 49

* From OSEP’s 35th annual report published in 2013, based on data reported in 2011 regarding students whose primary disability was listed as being deaf or hard of hearing.
** Data obtained from US Census, 2010 retrieved February 9, 2015
### Wyoming Team Summary - 2016

<table>
<thead>
<tr>
<th>Name of Lead</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christie Fritz</td>
<td><a href="mailto:christie.fritz@wyo.gov">christie.fritz@wyo.gov</a></td>
</tr>
</tbody>
</table>

**State Team**

**Current Team Members**

- Janine Cole, Wyoming Department of Education
- Christie Fritz, Wyoming Department of Education
- Lori Cielinski, Wyoming VR Services (SCD)
- Nicky Harper, Wyoming VR Services (Transition Consultant)
- Kim Reiman, Hands & Voices Parent

**Taxonomy Area:** Student Development

**Goal:**

Increase student's self-determination and advocacy skills through workshops/training guided by the Community of Practice (CoP) and evaluation measures.

**Primary Activities:**

1. Provided interactive sessions for students
2. Provided sessions for parents and service/support providers.

**Factors that Aided in Achievement or Success:**

Broad inter-agency collaboration and support. Used participant feedback to ensure sessions and materials were interesting, engaging and met the students and other participants needs.

**Barriers:**

The rural nature of our state can make it difficult for families to travel far distances to attend our transition workshops. In order to increase parental attendance, we offered a stipend to offset the cost of travel for families. The 2015 Transition Workshop had a 250% increase in parental attendance from the 2014 workshop. The increased parental attendance changed the atmosphere of the workshop by increasing the buy-in of the audience members.

**Outputs to Date:**

- Humorous Skill Development Videos targeting employment, advocacy, and college preparation.
- Self-Advocacy Resource Lists
- Transition resource website (http://goo.gl/Ga4Ara)

**Outcomes to Date:**

At our 2015 transition workshop we had 29 students participate (representing 16 school districts); 17 parents; 15 school providers; and 7 outside agency providers. It was an AMAZING day of sharing and learning!

**Sustainability:**

The Wyoming Department of Education and Wyoming Division of Vocational Rehabilitation are committed to continuing with the transition plan. There is also been discussion regarding utilizing this model for transition services to students with other disabilities.

**Impact:**

On the post-workshop assessment, 84% of the students reported that they liked the workshop. The remaining 16% reported they kind of liked the workshop. The students reported learning more about: DVR and the services offered; the ADA; available accommodations; self-advocacy; how to read his/her audiogram; about support organizations; interview skills; and scholarship information. 80% of service providers and parents stated that the workshop definitely impacted students and 80% of the service providers and parents also stated they would definitely recommend this training to others. The other 20% stated they would probably recommend this training to others and 15% stated this training probably impacted students. One respondent replied that the question regarding student impact was not applicable to them.
### Student Development

**Goal:** Increase students' self-determination and advocacy skills through workshops/trainings guided by the CoP (Community of Practice) and evaluation measures.

**Our Greatest Barrier:**  
The rural nature of our state can make it difficult for families to travel for distances to attend our Transition Workshops. In order to increase parental attendance, we offered a stipend to offset the cost of travel for families. We were able to increase parental attendance by 250% from our 2014 workshop to our 2015 workshop. The increased parental attendance changed the atmosphere of the workshop because of the increased buy-in of the audience members.

**Our Best Outputs:**  
- Weblink containing our transition resources: [http://goo.gl/Ga4Ara](http://goo.gl/Ga4Ara)
- Humorous skits: recorded and posted at the link targeting employment, advocacy, and college preparation.
- Self-advocacy Resource Lists

**Outcome:**  
Transition workshop attended by 29 students (representing 16 school districts), 17 parents, 15 school providers, and 7 outside agency providers! It was an AMAZING day of sharing and learning!
Caribbean Islands Overview

On November 5 - 7, 2014, pepnet 2 hosted the Caribbean Building State Capacity Summit in Puerto Rico. Twenty nine representatives from Puerto Rico and 15 representatives from the U.S. Virgin Islands attended. This Summit provided participants from these entities with an opportunity to share information and concerns about issues related to transition services for young adults who are deaf or hard of hearing. This meeting was modeled after the larger Summit series initiative, but plans and activities were modified to better address the targeted communities.

In the planning process, pepnet 2 worked closely with colleagues to ensure that the team members represented a variety of stakeholder groups, including educational administrators, vocational rehabilitation personnel, parents, transition services staff, postsecondary program professionals, and community members. However, the broad range of services that are available on the United States mainland are not necessarily available on each island entity.

<table>
<thead>
<tr>
<th>Role</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel prep program faculty/staff</td>
<td>9</td>
</tr>
<tr>
<td>Community-based program staff</td>
<td>8</td>
</tr>
<tr>
<td>State education consultant</td>
<td>6</td>
</tr>
<tr>
<td>Regional / local education program teacher</td>
<td>6</td>
</tr>
<tr>
<td>Parent</td>
<td>4</td>
</tr>
<tr>
<td>Deaf community member</td>
<td>4</td>
</tr>
<tr>
<td>Transition specialist</td>
<td>3</td>
</tr>
<tr>
<td>Postsecondary education program staff</td>
<td>2</td>
</tr>
<tr>
<td>Vocational rehabilitation services staff</td>
<td>1</td>
</tr>
<tr>
<td>Other (Psychologist)</td>
<td>1</td>
</tr>
</tbody>
</table>

Needs and Resources
The Summit provided information to help teams develop a working plan to address issues relevant to each entity. The agenda included content sessions as well as large and small group discussions that addressed the barriers and success factors that comprise a positive transition to postsecondary life. There was an opportunity for participants to engage in discussions with peers in similar roles as well as several opportunities for each team to work together.
Session topics included:

- Setting the stage – hopes for student outcomes
- Youth panel to address high school and post-high school experiences
- Resource mapping
- SWOT analysis for each island entity
- Parent perspective on supporting students and youth as they consider options and opportunities after completing high school

Increased Knowledge

Participants reported that the Summit enhanced their knowledge in these areas:

- The challenges faced by students who are deaf or hard of hearing;
- The systemic barriers that contribute to challenges faced by students who are deaf or hard of hearing;
- Availability of tools and strategies for identifying barriers to student success; and
- Availability of tools and strategies for enacting change that removes barriers to success.

The participants also described the new tools and/or strategies that they took away from the Summit. These include:

- Online resources available through pepnet 2;
- Opportunities to collaborate with various groups and organizations in each island entity;
- Use of assistive technology that will enhance independence;
- Strategies for making other agencies and organizations aware of the needs and issues facing youth who are deaf or hard of hearing; and
- Ideas to involve parents more in the transition process.

Next Steps

Teams left the Summit with a better understanding of which organizations and agencies might work together on common goals. Each team also discussed critical issues, prioritized concerns, and began to draft a plan to address them. To support ongoing development and implementation of each plan, five participants from Puerto Rico and two participants from the U.S. Virgin Islands participated in the January 2015 Summit in Washington DC.
Pacific Rim Islands Overview

On May 20-22, 2015, pepnet 2 hosted the Pacific Rim Building State Capacity Summit in Hawaii for representatives of the Pacific Rim entities that are under U.S. jurisdiction. This Summit provided participants from seven Pacific island entities with an opportunity to share information and concerns about issues related to transition services for young adults who are deaf or hard of hearing. This meeting was modeled after the larger Summit series initiative, but plans and activities were modified to better address the targeted communities.

Participants

<table>
<thead>
<tr>
<th>Entity</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Samoa</td>
<td>2</td>
</tr>
<tr>
<td>Federated States of Micronesia – National Office</td>
<td>1</td>
</tr>
<tr>
<td>Chuuk</td>
<td>3</td>
</tr>
<tr>
<td>Kosrae</td>
<td>3</td>
</tr>
<tr>
<td>Pohnpei</td>
<td>3</td>
</tr>
<tr>
<td>Yap</td>
<td>3</td>
</tr>
<tr>
<td>Guam</td>
<td>2</td>
</tr>
<tr>
<td>Hawaii</td>
<td>7</td>
</tr>
<tr>
<td>Commonwealth of the Northern Mariana Islands</td>
<td>4</td>
</tr>
<tr>
<td>Republic of the Marshall Islands</td>
<td>3</td>
</tr>
<tr>
<td>Republic of Palau</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

In the planning process, pepnet 2 worked closely with colleagues to ensure that the team members represented a variety of stakeholder groups, including educational administrators, vocational rehabilitation personnel, parents, transition services staff, postsecondary program professionals, and community members. However, the broad range of services that are available on the United States mainland are not necessarily available on each island entity.
### Needs and Resources

Each island entity had the opportunity to discuss their perceived needs and resources. The broad range of services that are available on the United States mainland are not necessarily available on each island entity. To structure this discussion, we asked them to think about the young adults from their communities who are deaf or hard of hearing who were successful, and to consider what might have contributed to that success. The list below shows some examples of what was identified during these discussions.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent networks / Parent Teacher Associations</td>
<td>Additional training for parents</td>
</tr>
<tr>
<td>Initiatives created to increase qualifications of teachers to the B.A. level</td>
<td>More qualified deaf educators and interpreters available in K-12 programs</td>
</tr>
<tr>
<td>Deaf educators and day school programs available in some communities</td>
<td>Additional programs (e.g., World Deaf Teach) available across the region</td>
</tr>
<tr>
<td>Basic ASL and exposure from interpreters</td>
<td>Continuation of ASL courses for teachers, interpreters, families, and community members</td>
</tr>
<tr>
<td>Good relationships and collaboration between agencies</td>
<td>Ongoing professional development for staff</td>
</tr>
<tr>
<td>Technology introduced in some programs</td>
<td>Additional use of technology (ALDs, iPads, etc.)</td>
</tr>
<tr>
<td>Some MOUs at community colleges to provide access for students with disabilities</td>
<td>More postsecondary options for education and job training for youth</td>
</tr>
<tr>
<td>VR services or community job placement available in some entities</td>
<td>Additional opportunities for job training and placement services</td>
</tr>
<tr>
<td>Community organizations that can become part of transition activities</td>
<td>Strengthen relationships with general education programs and chambers of commerce</td>
</tr>
</tbody>
</table>
### Next Steps

Teams left the Summit with: 1) ideas of what could happen when they returned home, 2) at least two things they could do within one month, and 3) some ideas about how the region could work together on common goals.

<table>
<thead>
<tr>
<th></th>
<th>What can happen when you go back home?</th>
<th>What are the top 2 things you can implement within 1 month?</th>
<th>What can we do as a region?</th>
</tr>
</thead>
</table>
| **American Samoa**   | • Share information at an upcoming meeting of 200+ special educators  
• Show videos to inspire the group.  
• Discuss programs for Deaf education. | • Review IEPs for the 4 graduating seniors and discuss how we can support them in their plans. | • Meet at least once each year to share information and learn from each other  
• Include parents and students. |
| **Commonwealth of the Northern Mariana Islands** | • Send out a survey to parents to identify their needs.  
• Share with parents and make them more aware of what they could ask for, and trainings where they could learn more. Access in homes, schools, and community is critical.  
• Consider establishing a chapter of Hands & Voices | • Set up a group from the three islands that could set up activities that could help students plan and reach their goals. | • Establish a cohort within the region for teachers of the deaf and interpreters  
• Consider using OJ or a similar resource that can be included in community or classroom |
| **Federated States of Micronesia** | • Meet with parents of Deaf children and share what we learned.  
• Use the videos as a resource. | • Incorporate these ideas in a summer activity plans for parents and students. We will showcase and raise public awareness of what can be done. | • Establish a network of parents, kids, and agencies.  
• Utilize/establish things that we can do via internet.  
• Request that pepnet 2 include training in future pn2 budgets. |
| Guam       | • Bring together 2 Deaf community organizations to meet  
            • Plan and coordinate an annual event for Deaf community to come together socially, including EHDI programs, adult Deaf people as role models, and Heather Zimmerman’s camp program.  
            • Provide awareness activities at the mall or other areas | • Ask the transition unit to visit the Deaf community church to get more info and insight (assigned to Michelle) | • Create a cohort of interpreters.  
            • Recommend that pepnet 2 include success stories as part of its plan/budget for upcoming competitions to help communities better understand what it takes to be successful. |
|-----------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Hawaii    | • Create local videos about successful young adults during the Deaf camp that VR plans for summer | • Look at data to determine where there are the missing pieces and how data can help us identify our needs  
            • Explore the possibility of utilizing public broadcasting TV to offer ASL classes  
            • Develop a simple brochure to share with various offices, such as physicians and audiologists |                                                                                                                                                           |
| Republic of the Marshall Islands | • Share information and resources with our administrators and commissioners because they are the linkages | • Share information during the week-long summer institutes for Special Education teachers and parents | • Consider using different opportunities, such as the Pacific Educational Conference (PEC), to bring people together. Educators from the region are invited to participate in workshops which are held during the last week in July on Majuro. |
| Republic of Palau | • Share our experiences with other teachers and parents. | • Work toward getting all kids and their parents together to develop a workshop, which may form the foundation of a community | • Strengthen existing networks in the region and exchange human resources to help with professional training |