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**SECONDARY TRANSITION (ST) PLAN TEMPLATE**

**LOCAL IMPLEMENTATION FOR RESULTS (LIR)**

**STATE PRIORITY GRANT**

Federal Fiscal Year (FFY) 2022

State Fiscal Year (SFY) 2023



**Local System / Public Agency:** Click or tap here to enter text.

**Maryland State Department of Education**200 West Baltimore Street

Baltimore, Maryland 21201

**Deadline**August 15, 2022

No later than 5:00 pm EST

**Special Education Director Name:** Click or tap here to enter text.

**Email address**: Click or tap here to enter text.

**Local System ST LIR Project Manager:** Click or tap here to enter text.

**Email address:** Click or tap here to enter text.

**Local Implementation for Results (LIR) Plan**

# Strategic Imperative: **Secondary Transition**

Building a Comprehensive Secondary Transition System through

* Development, Implementation, and Evaluation of Effective IEP Secondary Transition Planning for students ages 14 - 21
* Secondary Transition Evidence-Based Practices (EBP) /Predictors with Fidelity (ages 14 through 21)
* Stakeholder Linkages and Implementation
* Job-embedded Inclusive Professional Learning and Coaching related to Career Technology Education (CTE), Work-based Learning, and Higher Education Outcomes

**Directions:** **Engage in the TAP-IT data-informed decision-making process (an evidence-based data analysis and decision-making cycle)**

*Build a* ***TEAM***

***ANALYZE*** *data to identify the potential root cause(s) and priority area(s);*

*Develop a* ***PLAN*** *with data-informed goal(s) based on identified priority area(s);*

***IMPLEMENT*** *strategies/evidence-based practices with fidelity in the priority area; and*

***TRACK*** *implementation progress and outcomes.*

**Partner with your MSDE DEI/SES liaison to develop your SFY 2023 Secondary Transition LIR plan.**

## **TEAM:** Local Implementation Team Formation for Strategic Collaboration

**Identify the local implementation team including, names, titles, e-mail, and phone contact information. Include General Education partners/internal and external stakeholders in the team.**

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Additional participants to invite: Click or tap here to enter text.

How often does the ST Local Implementation Team meet? Click or tap here to enter text.

*Remember: Highly Performing Teams meet at least* ***quarterly*** *to review data and modify the plan as appropriate to ensure progress monitoring of benchmark and overarching goal(s).*



## **ANALYZE:** Review Trend Data, Determine Root Causes, and Identify Priority Area(s).

* Identify prior focus areas within your System and describe the impact of this work, including changes in infrastructure, professional practices, and student outcomes.

Click or tap here to enter text.

* Identify data points relevant to your system’s priority area(s)

Possible Data Points:

* SPP/APR Part B Indicators (use current data as available)
  + Graduation, Indicator 1
  + Drop-Out, Indicator 2
  + Secondary Transition, Indicator 13
  + Post-School Outcomes, Indicator 14
* Outcomes from previous LIR goal results
* Student Services Data
* Behavior
* Attendance
* Maryland Indicators of Effective Transition Practices (ETP) Local Results
* Local Implementation of Evidence-based practices and predictors
* Stage of Implementation (General and Special Education) of Integrated Tiered System of Supports
* Division of Rehabilitation Services (DORS) data
* Pre-Employment Transition Services (Pre-ETS) vs Traditional DORS services
* Youth applications and enrollment
* Career & Technology Education data
* Department of Labor, License, and Regulation (DLLR) data
* Enrollment in America’s Job Centers (AJCs)
* Youth enrollment
* Employer satisfaction surveys
* Internal monitoring reviews (IEP/Transition plan, work-based learning, employment)
* Local policies, procedures, and practices data (i.e., referrals, IEP teaming, IEP development, implementation, & evaluation)
* Other (i.e., results from locally developed surveys, feedback from parents or community partners)
* Consider how your current inclusive personnel development activities (hiring and retention of staff, professional learning across service providers/systems/schools, coaching, performance assessment/fidelity) and/or infrastructure (allocation of resources, staffing patterns, use of data, consistent messaging) either support or challenge narrowing the gap for students with disabilities in your system.

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* Utilize a data analysis strategy (e.g., 5 Whys, Fishbone) to determine and document possible root causes.

**Summarize your analysis below**

| **Data Source and Trend** | **Root Cause Analysis** | **Impact on Secondary Transition Outcomes**  **(Why is this important?)** |
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## **PLAN:** Identify Priority Goal and Strategy/Evidence-Based Practice(S) To Be Implemented

Identify one or more priority goals and the strategy or evidence-based practices to be implemented to narrow the gap. Goals and activities should serve as a catalyst for the development of a sustainable, integrated system. Goals may target selected schools, regions, programs or groups of students.

**GOAL 1:**

| **Priority Area(s) addressed in Goal 1:**  Development, Implementation, and Evaluation of Effective IEP Secondary Transition Planning for students ages 14 - 21  Secondary Transition Evidence-Based Practices (EBP) /Predictors with Fidelity (ages 14 through 21)  Stakeholder Linkages and Implementation  Job-embedded Inclusive Professional Learning and Coaching related to Career Technology Education (CTE), Work-based Learning, and Higher Education Outcomes | **Federal Accountability Indicator(s) Impact:**  Click or tap here to enter text. | **Identify Root Cause(s) addressed by Goal Statement 1:**Click or tap here to enter text. |
| --- | --- | --- |
| **Goal Statement 1.** [Goals must be stated in measurable/quantifiable changes in student outcomes and/or professional practices with projected timelines for completion.]  Click or tap here to enter text. | | |
| **Strategy/Evidence-Based Practice(s) to implement to make progress towards the goal.** [Strategies/EBPs should address what specifically will be implemented with fidelity to achieve goals by addressing root causes.]  Click or tap here to enter text. | | |



**IMPLEMENT:** Identify Personnel Development and/or Infrastructure Implementation/Activities.

| **Activity** | | **Who is involved?**  *(Selected school(s), programs, regions, and/or groups of children/students)* | **When will it happen?**  *Month/Year* | **What is the projected cost?** | |
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## **TRACK:** Identify Benchmarks to Measure Progress

| **How will it be known that progress is being made?** *(Benchmark/Outcome)* | **What data will be used to measure progress?** | **How often will benchmark data be collected?** |
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**GOAL 2:**

| **Priority Area(s) addressed in Goal 2:**  Development, Implementation, and Evaluation of Effective IEP Secondary Transition Planning for students ages 14 - 21  Secondary Transition Evidence-Based Practices (EBP) /Predictors with Fidelity (ages 14 through 21)  Stakeholder Linkages and Implementation  Job-embedded Inclusive Professional Learning and Coaching related to Career Technology Education (CTE), Work-based Learning, and Higher Education Outcomes | **Federal Accountability Indicator(s) Impact:**  Click or tap here to enter text. | **Identify Root Cause(s) addressed by Goal Statement 2:**  Click or tap here to enter text. |
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| **Goal Statement2.** [Goals must be stated in measurable/quantifiable changes in student outcomes and/or professional practices with projected timelines for completion.]  Click or tap here to enter text. | | |
| **Strategy/Evidence-Based Practice(s) to implement to make progress towards the goal.** [Strategies/EBPs should address what specifically will be implemented with fidelity to achieve goals by addressing root causes.]  Click or tap here to enter text. | | |



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| **Activity** | | **Who is involved?**  *(Selected school(s), programs, regions, and/or groups of children/students)* | **When will it happen?**  *Month/Year* | **What is the projected cost?** | |
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## **Reporting Requirements**

**Interim and Final Progress Reports** must contain a detailed status of implementation, expenditures, and related benchmark data aligned to **each goal**. Please include information that highlights the **reinforcement and sustainability** of your AEP System.

Include date(s) and methods to communicate LIR Plan and progress within inclusive communities (across school/system/community partners).

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| January 31, 2024 | Click or tap here to enter text. | Click or tap here to enter text. |
| November 30, 2024 | Click or tap here to enter text. | Click or tap here to enter text. |

# LEA Signatures Required for Submission

Enter Name Click or tap to enter a date.

Local Director of Special Education Signature Date

Enter Name Click or tap to enter a date.

Secondary Transition Coordinator Signature Date

# MSDE, DEI/SES Approvals

MSDE, DEI/SES, Secondary Transition Liaison Signature Date

MSDE, DEI/SES, Fiscal Grants Liaison Signature Date

MSDE, DEI/SES, Assistant State Superintendent Signature Date