

## 2021 SPP/APR Stakeholder Improvement Strategies Feedback Process

### SUMMARY OF BREAKOUT SESSIONS

#### INDICATOR 1 (Graduation), 2 (Dropout), 13 (Secondary Transition) and 14 (Post School Outcomes)

##### INDICATOR 1 and 2 Improvement Strategies

The following information/feedback was collected from a representative group of Connecticut Stakeholders:

**Do you have any suggestions for the CSDE regarding the current activities and strategies being used to address Indicator 13 and Indicator 14?**

##### Considerations/Strategies:

- *Address the use of remote learning as a strategy to improve attendance and promote graduation for students with medical conditions.*
- *Target reading interventions/effective interventions specific to student's needs earlier in the education process. Start young and take advantage of social groups etc.*
  - *early engagement*
- *Include work on tardiness and attendance.*
- *Include greater opportunities for Student and Parent Voice in addressing attendance and engagement.*
  - *Include students/families in engagement workgroups, advisory groups, COPs, etc.*
- *Include higher education personnel in the above listed activities.*
- *Pandemic: lessons learned (share positive experiences).*
  - *Absences were increased*
  - *COVID exposure*
  - *Quarantine*
  - *Ability to access remote instruction for continuity of instruction (Counted as "in attendance" vs. being "absent")*
    - *Resources and technology*
    - *Synchronous or asynchronous access to instruction.*
- *The importance of a high school diploma needs to be communicated to parents and guardians.*

## Indicator 1, 2, 13 and 14 Improvement Strategy Feedback

### Resources and Guidance:

- *Attendance guidance/resources from CSDE needs to continue to be a priority especially with marginalized groups of students.*
- *Develop guidance that includes the best practices/strategies that improve graduation, attendance, and engagement, and share this with districts/all stakeholders.*
- *Counseling is necessary to analyze the reasons that students choose to dropout.*
- *Consider Extended School Year services to assist graduation rates and reduce dropout rates.*

### Training:

- *Continue to strengthen the current professional learning listing of activities to build greater knowledge and capacity in districts.*

**Please share your ideas for new/additional improvement activities related to Indicator 1 and Indicator 2.**

### Factors:

- *Include considerations for socio-economic issues for families that impact 1 & 2.*
- *Align activities with work related to breaking the cycles of violence in homes that contribute to absences and drop out.*
- *Financial stability of student/family (impacts engagement).*
- *Identify issues that students are having (aggressive look at SEL need) and corresponding intervention to open door to education.*
- *Continue to support the development of educator relationships with students of color or cultural differences.*
- *Families who are isolated/ Single care takers*
  - *Trust in agency (lack thereof) that can offer support / build trust*
- *Family engagement and Attendance: (intentional engagement)*
- *Pandemic related challenges.*
- *Families doing more at home to support their students. Remote learning challenges.*
- *Chronic health conditions may impact.*
- *Specially designed instruction in high schools – interview secondary special education teachers so we can make informed decisions about improvements.*

### Considerations/Strategies:

- *Look at spotlight school districts who are doing a good job or have a regional or statewide sharing with community partners to address school avoidance or truancy. We need strong partners for this work.*

## Indicator 1, 2, 13 and 14 Improvement Strategy Feedback

- *Examine successes that school districts had during pandemic:*
  - *Find avenues to share successes from other districts. Partnership stronger, technology usage*
- *Provide opportunities for in-home resources*
- *Invest in strong community partnerships to address this issue.*
  - *Develop pre- services or supports that can implemented before a child becomes truant. DCF involvement can disengage families.*
- *Host community events.*
- *Focus on the support of social emotional learning and emotional support that reaches beyond the school buildings and into homes and communities to reach families and kids.*
- *Engage with out of district program placements to better meet the reading needs of students enrolled in those programs.*
- *Differentiate strategies for advocating for student voice and looking closely at our young learners who are at risk.*
- *Engagement*
  - *Repository of strategies (best practice) 5-12 grade*
    - *Content shift in older grades while ensuring students are still engaged.*
- *School based programs to ensure every student has a connection with 1 caring adult.*
- *Student attendance plan for every student in the district.*
  - *Focus on the student (social/emotionally)*
- *Work Study programs (tied to education program)*
  - *Student work need was interrupting school and /or completing school.*
- *Credit recovery for students who have been disengaged for a period of time.*
- *Differentiate intervention based upon the student's needs (Students in Out of District programs).*
- *Parent night in school. Start when students enter into the school system, information to parents about importance of attendance (early, PreK entry points, first interaction with the school district or school). Transition from B-3 program. Education for parent(s) in the importance of being involved. Start education process earlier to generate success. Use of data (infographic) to communicate progress. Think about secondary transition earlier.*

### **Guidance and Resources:**

- *More guidance/Resources from the state to assist with family engagement and getting students to school.*

## Indicator 1, 2, 13 and 14 Improvement Strategy Feedback

### Training:

- *Add new topics such as cultural competence, social emotional learning, social justice, trauma informed care.*
- *Add PD, especially for school administrators, around best practice for suspension, restorative practice as related to suspensions.*
- *Parents Training of Young children: concerns about 10 absences and tardy (explanation to students about the mandates).*
  - *Challenge: sometimes parents are upset when they are notified about requirements. (despite the positive approach taken by districts).*  
*Solutions:*
    - *Guidance from the state*
    - *Positive habits from students*
    - *Finding different ways to inform parents about the importance of attendance.*

### **What data should the CSDE be using to inform the development of improvement activities and continuous improvement for students with IEPs?**

- *Review data related to graduation drop out as related to stressors caused by remote learning.*
- *Analyze graduation/dropout data based on student environments and placements (i.e., alternative education, outplacements).*
- *Analyze graduation/dropout and attendance/engagement data by geographic area and family/household statistics within those areas.*
- *LRE/placement data.*
- *Targeted TA district data.*

### **What recommendations do you have for the CSDE to evaluate the effectiveness of these strategies?**

- *Change in LRE/placement data.*
- *Feedback from Targeted TA district data.*
- *Data from districts that participate in attendance/engagement activities.*

### **INDICATOR 13 (Secondary Transition) and 14 (Post-Secondary Outcomes) Improvement Strategies**

The following information/feedback was collected from a representative group of Connecticut Stakeholders:

## Indicator 1, 2, 13 and 14 Improvement Strategy Feedback

**Do you have any suggestions for the CSDE regarding the current activities and strategies being used to address Indicator 13 and Indicator 14?**

### **Comments:**

- Comprehensive process (stakeholder groups are well represented).
- Impressive amount of support.

### **Considerations/Strategies**

- *Ensure out of district programs awareness of resources.*
- *Develop a strong connection between the Bureau of Special Education Consultants, new Directors and the ConnCASE regional groups to enhance opportunities for identifying community resources.*
- *Invite BRS, DDS, DMHAS to be active in the ConnCASE regionals as well as sharing resources etc.*
- *Involve the students in the transition process very early.*
- *Better include stakeholders with expertise/lived experience in specific disabilities if they are not already.*
- *Better utilize our related service providers in student transition activities (maybe shadow in the field, etc.) to identify what the challenges might be given their particular area of expertise.*
- *Better assess at the school level if they have the tools and resources to develop quality transition plans.*
- *Focus on the student's voice in creating their transition opportunities.*
- *Building Partnerships Activities—Middle School Students to engage in field trips to Vo-Ag or Technical High Schools to build self-awareness of other options for them besides their home school.*
- *The activities that are connected to transition are supportive for families. The state could partner with CPAC/SEPTO to bring families and educators together to engage in supportive conversations to make stronger family connections and connections with youth.*
- *Increase district/healthcare partnerships to provide more wrap around services in our communities for students/families; it would be helpful for parents to have a dictionary of mental health terms/acronyms.*

### **Guidance/Resources**

- *Conduct robust interest inventories that explores a wider range of students' interests.*
- *Translate resources in other languages than English and Spanish. If parents want to participate on these workgroups/advisory groups, will translation be made available in languages other than Spanish?*

## Indicator 1, 2, 13 and 14 Improvement Strategy Feedback

- *Think about ways to share this information with low-income families, who might not have access.*

### Training

- *Transition IEP Forms.*
- *In my experience, Parents/families get information from CPAC, but do not get information directly from districts.*
  - *Districts should utilize text messages or other avenues/social media to share information with families, not just through PowerSchool emails.*

### **Please share your ideas for new/additional improvement activities related to Indicator 13 and Indicator 14. (including strategies to improve compliance of transition services)**

### Factors

- *Ensure the student has input/opportunity (to address “checking the box”) connection with caring adults within the PPT process to provide their important insight for their future.*
  - *Creativity of how/what format information is shared from the student by the student.*
- *My experience has been: Transition Process is a box checking task only and it shouldn't be.*
  - *Meaningful and material goals and meaningful programs*
- *Are there challenges to administer the Survey to students in correctional facilities? (Supporting the student to complete) there are challenges and factors in getting the survey to the students (address changes, contact information changing, etc.)*
  - *Looking into systems (public information) if young adult is in correctional facilities.*
- *Importance of development of self-advocacy skills.*
- *Youth Groups*
  - *Groups and committees (prior to or after graduation).*
  - *Difficult to fill youth slots to get their perspective.*

### Considerations/Strategies

- *Based on data presented during our sessions, we have to target students with Autism and students with ADD/ADHD for comprehensive secondary transition.*
- *Emphasize the importance of assistive technology for transition aged students.*
- *Address how to better gather the choices for activities from our non-verbal students (not just present them with choices to choose from).*
- *Use the new IEP system to routinely monitor the quality and presence of student's transition plans as well as the student's input into their transition plans.*
- *Host Transition Fairs. Share agencies, best practices/ideas/strategies.*

## Indicator 1, 2, 13 and 14 Improvement Strategy Feedback

- *Districts could help with dissemination of the survey. (Students may have siblings in the school system).*
- *Access adult agencies like BRS and DDS in dissemination of the survey.*
- *Use Social Media format to disseminate Indicator 14 survey and/or marketing strategy for awareness.*
  - *Reach out to high ed for help.*
- *Require all towns to have parent resource centers.*
- *Provide sample services/activities that are effective in transition.*

### **Guidance/Resources**

- *Develop a robust list of high-quality transition assessments and integrate it in the new IEP system?*

### **Training**

- *Better prepare teachers to understand all transition resources and translate that understanding into including those resources in transition goals.*
- *Better prepare CABE and the BOEs in understanding the importance of secondary transition.*
- *Administrator awareness level of Transition Services (Necessary attention needed) how to get this issue in the forefront of educational initiatives.*
  - *These skills are so essential to future success. (proactive support)*
  - *True transition programs with evidence of rich programs.*
- *Legislative Change Age 14 (Parent and Educator Awareness).*
  - *Districts should be educating and train middle school admin and teams. May help with issue brought forth above.*
  - *Support for student participation in meetings at an earlier / younger age.*
- *Provide trainings/develop webinars that would be appropriate for use at the pre-and in-service levels.*
- *Provide trainings for parents on social media/apps.*
- *Provide/require trainings on secondary transition for all school levels, we should be talking transition from Birth.*

### **What data should the CSDE be using to inform the development of improvement activities and continuous improvement for students with IEPs?**

- *Contact information needs to be current to collect accurate data.*
- *Utilize DDS to assist with student location and verification.*
- *BRS/ADS Data sharing.*