
Transition Education Center Site Strategic Plan

(Transition Plus, Transition & Post-Secondary Preparation Program,
Accountability with Academics & Restorative Education,
Project SEARCH)



Site Planning Facilitator: Jessie Prissel
Action Team Leaders: Amy Oian & Becky Klier

Site Planning Team Members:

Kathleen Allen, Olivia Coen, Sara Derby, Heather Jacobs, Becky Klier, Jena Kulenkamp, Dan Lemke, Amy Lewellen-Contreras, Nicky Loch, Emily Norton, Amy Oian, Dag Riseng, Jim Smith, Jack Wachlarowicz

Transition Education Center Strategic Planning Overview

Transition Education Center Mission Statement

(Describes TEC's identity, purpose and attributes)

The mission of the Transition Education Center, a personalized learning community committed to honoring students' unique abilities and aspirations, focused on skill building and enriched learning experiences, is to ensure students achieve their individual goals and transition successfully into their larger community through a vital system distinguished by:

- Safe, respectful, nurturing, and responsive environments
- Student-centered planning approaches to encourage independence
- Instruction supporting social-emotional learning, employment, independent living, and post-secondary education and training
- Staff, families, and community partners committed to collaboration
- Community-based instruction, service learning, and career exploration

Transition Education Center Objectives

(An expression of the intended specific results TEC is committed to achieve)

- 100% of students have access to supportive adults and community resources aligned with their unique needs.
- 100% of students develop an educational plan that reflects their strengths, interests, and goals.
- 100% of students feel valued, safe and included across environments.
- 100% of students are provided a broad range of experiences.

Transition Education Center Tactics

(Broadly stated initiatives through which the mission and objectives are to be achieved)

- We will provide all students access to supportive adults and community resources that address their unique needs. (Action Team #1)
- We will focus and adapt our programming to reflect individual student strengths, interests and goals. (Action Team #2)
- We will ensure safe and inclusive environments. (Work of a future Action Team)
- We will provide students with a broad range of experiences. (Work of a future Action Team)

Action Team 1

Tactic: We will provide all students access to supportive adults and community resources that address their unique needs.



Action Team Leader: Amy Oian

Action Team Members:

Kathleen Allen, Olivia Coen, Kathleen Daniels, Sara Derby,
Mary Hermans, Jena Kulenkamp, Dan Lemke, Breena Slivik,
David Thomas, Jack Wachlarowicz

Tactic:

We will provide all students access to supportive adults and community resources that address their unique needs.

Specific Result:

Special education students will have county case management in place, as appropriate, prior to attending the Transition Education Center; and TEC students will receive instruction specific to county and community resources prior to graduation.

Cost Benefit Analysis

Action Plan Team: 1

Strategy/Tactic Number: 1

Strategy/Tactic:

We will provide all students access to supportive adults and community resources that address their unique needs.

Specific Result:

Special education students will have county case management in place, as appropriate, prior to attending the Transition Education Center and; TEC students will receive instruction specific to county and community resources prior to graduation.

Costs

Rate your costs 1-5 (1= low cost and 5= significant cost)

Benefits

<p>Tangible:</p> <p>Time needed for TEC staff to research the potential community resources TEC students need [2]</p> <p>Time needed for staff to develop a survey for students and families to identify where they need more information regarding available county and community resources [2]</p> <p>Professional development expenses for special education staff, including district social workers, psychologists, and counselors, to learn more about guardianship/conservatorship, health care directives, joint accounts, representative payee, authorized signer accounts, financial power of attorney, and trusts [2]</p> <p>Time needed for TEC staff to develop quick reference guides (i.e., when and why to have county case management along with a summary of community resources) [2]</p>	<p>Tangible:</p> <p>TEC staff will be better familiarized with community resources and in return can better support students and families (e.g. options for housing, public transportation, public health, guardianship, mental health, etc.).</p> <p>TEC staff, students, and families can save time by having a reference guide to consider eligibility and the need for county case management and services.</p> <p>TEC staff, students, and families will have an increased knowledge of guardianship/conservatorship, health care directives, joint accounts, representative payee, authorized signer accounts, financial power of attorney, and trusts.</p>
<p>Intangible:</p> <p>TEC students and families may request that community activities/resources be added to the student's IEP</p>	<p>Intangible:</p> <p>Families will have increased knowledge of community resources to support students upon graduation</p> <p>TEC students will access the resources they need to be more independent upon graduation</p>

(Have you considered opportunity costs? Does this action plan have sufficient return on investment?)

Action Plan

Action Team: 1 Strategy/Tactic Number: 1 Action Plan: 1

Strategy/Tactic: We will provide all students access to supportive adults and community resources that address their unique needs.

Specific Result: Special education students will have county case management in place, as appropriate, prior to attending the Transition Education Center and TEC students will receive instruction specific to county and community resources prior to graduation.

#	Action Step:	Assigned to:	Starting Date:	Due Date:	Completed Date:
1	Research community resources (e.g., county case management, vocational rehabilitation, transportation, housing, guardianship/conservatorship)	Amy Oian	09/2019	12/2019	
2	Identify the resources WBL students have access to in our communities	Jessie Prissel	09/2019	12/2019	
3	Develop a survey for students and parents/guardians regarding the community resources about which they need more information	Becky Klier	12/2019	03/2020	
4	Provide professional development for special education staff, district counselors, psychologists, and social workers to better understand benefits of county case management, guardianship/conservatorship, health care directives, joint accounts, representative payee, authorized signer accounts, financial power of attorney, and trusts	Avis Fink John Nachtsheim Sara Derby	12/2019	06/2020	
5	Develop a quick reference guide for families on why and/or when county case management services make sense for the student	Amy Oian Kathleen Allen	12/2019	06/2020	
6	Develop a quick reference guide summarizing community resources (e.g., person centered planning document)	Amy Oian Avis Fink	12/2019	06/2020	

7	Educate students on guardianship/conservatorship, vocational rehabilitation, housing, social security, and transportation	Jim Smith	09/2020	06/2021	
8	Educate parents/guardians on guardianship/conservatorship, health care directives, joint accounts, representative payee, authorized signer accounts, financial power of attorney, and trusts	Sara Derby Becky Mullaly Nicole Loch	09/2020	06/2021	

Responsible: Sara Derby

Tactic:

We will provide all students access to supportive adults and community resources that address their unique needs.

Specific Result:

Transition Education Center students will have access to onsite mental health therapists.

Cost Benefit Analysis

Action Plan Team: 1

Strategy/Tactic Number: 1

Strategy/Tactic:

We will provide all students access to supportive adults and community resources that address their unique needs.

Specific Result:

Transition Education Center students will have access to an onsite mental health therapist.

Costs

Rate your costs 1-5 (1= low cost and 5= significant cost)

Benefits

<p>Tangible:</p> <p>Time needed for TEC staff to explore mental health, social emotional learning, and community resources [2]</p> <p>Time needed to train TEC staff in the process to refer students for mental health services, including referral and consent forms [1]</p> <p>Time for TEC staff to engage in formal training sessions on social emotional learning and mental health (this may be in addition to calendar days for District Professional Development) [2]</p> <p>Time to locate a community partner willing to support TEC students onsite [2]</p> <p>Time to investigate grants and funding sources to support an onsite mental health provider [2]</p> <p>Time to determine the FTE needed to support the mental health needs at TEC [1]</p> <p>Potential cost associated with having an onsite mental health provider (as applicable) [3]</p> <p>Time to determine space allotted for an onsite mental health professional (in a currently limited facility) [1]</p>	<p>Tangible:</p> <p>TEC students will understand how to access mental health services</p> <p>TEC staff will gain confidence in how to support students' mental health and social emotional needs</p> <p>TEC students' mental health needs will be addressed</p> <p>TEC staff will develop a broadened understanding of students' mental health needs and the benefits of treatment</p> <p>Students will build coping skills and strategies towards improving mental health</p>
<p>Intangible:</p>	<p>Intangible:</p> <p>TEC students will be productive community members</p> <p>TEC students will have positive and healthy relationships</p> <p>TEC students will obtain and hold jobs of interest to them</p> <p>TEC students will attend school in a less restrictive environment (e.g., resident school, PSEO, 916 Career and Technical Center)</p> <p>Family dynamics may improve when TEC students have mental health supports in place</p>

(Have you considered opportunity costs? Does this action plan have sufficient return on investment?)

Action Plan

Action Team: 1 Strategy/Tactic Number: 1 Action Plan: 2

Strategy/Tactic: We will provide all students access to supportive adults and community resources that address their unique needs.

Specific Result: Transition Education Center students will have access to an onsite mental health therapist.

#	Action Step:	Assigned to:	Starting Date:	Due Date:	Completed Date:
1	Provide professional development to TEC staff on social emotional learning and mental health services	Amy Oian Sara Derby	09/2019	08/2020	
2	Explore funding sources for possible onsite mental health services (e.g., grants, LCTS, collaboratives)	Sara Derby Lisa Ouren Avis Fink Amy Oian	09/2019	08/2020	
3	Explore private, county and community partnerships for onsite mental health services	Sara Derby Lisa Ouren Avis Fink Amy Oian	09/2019	08/2020	
4	Secure an agency to provide mental health services	Sara Derby Lisa Ouren Avis Fink Amy Oian	06/2020	08/2020	
5	Streamline the mental health referral process and forms	Amy Oian Avis Fink	08/2020	11/2020	
6	Provide space for an onsite mental health professional	Sara Derby	08/2020	11/2020	
7	Provide awareness and education to students and families regarding the benefits of mental health services	Dan Lemke Amy Oian	08/2020	05/2021	

Responsible: Sara Derby

Action Team 2

Tactic: We will focus and adapt our programming to actively reflect individual student strengths, interests and goals.



Action Team Leader: Becky Klier

Action Team Members:

Jennifer Hylan, Jody Kaiser, Amy Lewellen-Contreras,
Emily Norton, Jessie Prissel, Jim Smith

Tactic:

We will focus and adapt our programming to reflect individual student strengths, interests and goals.

Specific Result:

Background knowledge and interests of incoming TEC students will be drawn upon to bridge gaps in instruction.

Cost Benefit Analysis

Action Plan Team: 2

Strategy/Tactic Number: 2

Strategy/Tactic:

We will actively focus and adapt our programming to actively reflect individual student strengths, interests and goals.

Specific Result:

TEC lessons and activities will include increased strategies for non-verbal students preparing all students for their future.

Costs

Rate your costs 1-5 (1= low cost and 5= significant cost)

Benefits

<p>Tangible:</p> <p>Expand work boxes for non-verbal students to be used in classes for independence and employable skills (1-3 depending on materials needed)</p> <p>Time to create smartboard activities for following directions, sensory input, cause & effect (1)</p> <p>Time to create purposeful & interactive lessons without a curriculum scope and sequence to follow (1)</p> <p>Purchase Fitbit/Apple Watch for students to track activities (3)</p> <p>Purchase membership for students at Community Center or YMCA for independent living and recreation and leisure programming (Maplewood, Shoreview, etc.) (3)</p> <p>Develop a multisensory classroom, including outdoor learning, green house, animals, darkroom, listening lab, flexible seating options (5)</p> <p>Purchase touch screen ChromeBooks or technology option for multiply impaired students (2-3)</p>	<p>Tangible:</p> <p>Work Boxes will be utilized in student classes</p> <p>Students are able to increase independence in task completion (e.g. first/then, hands on tasks)</p> <p>Improved physical well-being</p> <p>Visual tracking of activity (e.g. Fitbit), coaching from activities</p>
<p>Intangible:</p> <p>Potential for injury</p>	<p>Intangible:</p> <p>True emotional connection of programming to student choice, strength, and interest of non-verbal students</p> <p>Long term retention of learning (needs repetition)</p>

(Have you considered opportunity costs? Does this action plan have sufficient return on investment?)

Action Plan

Action Team: 2

Strategy/Tactic Number: 2

Action Plan: 1

Strategy/Tactic:

We will focus and adapt our programming to reflect individual student strengths, interests and goals.

Specific Result:

TEC lessons and activities will include increased strategies for non-verbal students, better preparing all students for their future.

#	Action Step (# each one)	Assigned to:	Starting Date:	Due Date:	Completed Date:
1.	Develop a work group to determine the specific vocational tasks and materials to strengthen employment opportunities for non-verbal students	Kathleen Allen Jessie Prissel Becky Klier	09/2019	11/2019	
2.	Develop work boxes and data tracking system addressing the vocational tasks determined by the work group	Kathleen Allen Jessie Prissel Becky Klier	11/2019	06/2020	
3.	Create interactive lessons to support non-verbal students in the TEC 101 courses. (3 year scope and sequence including lessons utilizing Smart Boards and Assistive Technology devices)	Kathleen Allen Jessie Prissel Becky Klier	11/2019	11/2022	
4.	Survey staff, parents and students on needs & interests for multi-sensory classroom to support the transition skills of students	Jessie Prisseel	11/2019	12/2019	
5.	Analyze survey results	Jessie Prissel Sara Derby	12/2019	02/2020	
6.	Develop a plan for multi-sensory classroom (location, expenses, etc.)	Jessie Prissel Sara Derby Lisa Oren Tim Wald	02/2020	05/2021	
7.	Build or retrofit space for multi-sensory classroom utilizing the survey results	SaraDerby Lisa Oren Tim Wald Wayne Kazmierczak Dan Roesser	06/2021	06/2022	

Responsible: Sara Derby

Tactic:

We will focus and adapt our programming to reflect individual student strengths, interests and goals.

Specific Result:

TEC lessons and activities will include increased strategies for non-verbal students preparing all students for their future.

Action Plan

Action Team: 2

Strategy/Tactic Number: 2

Action Plan: 2

Strategy/Tactic:

We will focus and adapt our programming to reflect individual student strengths, interests and goals.

Specific Result:

Background knowledge and interests of incoming TEC students will be drawn upon to bridge gaps in instruction.

#	Action Step (# each one)	Assigned to:	Starting Date:	Due Date:	Completed Date:
1.	Meet with South Campus special education teachers to develop ideas to gather background information and interests on incoming students	Jessie Prissel	09/2019	10/2019	
2.	Create a shared database for individual students to track inventory results from year to year	Becky Klier Jessie Prissel Jen Hylen Lisa Phillips Becky Klier	10/2019	02/2020	
3.	Meet with TEC and SC administration to determine feasibility of implementing a teacher swap	Jessie Prissel Sara Derby Don Bosch	02/2020	03/2020	
4.	Plan and explore expenses for shared community based instructional outings	Becky Klier Jen Hylen Sara Derby	03/2020	06/2020	

Responsible: Sara Derby

Action Plan

Action Team: 2

Strategy/Tactic Number: 2

Action Plan: 2

Strategy/Tactic:

We will focus and adapt our programming to reflect individual student strengths, interests and goals.

Specific Result:

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3.	Meet with TEC and SC administration to determine feasibility of implementing a teacher swap	Jessie Prissel Sara Derby Don Bosch	02/2020	03/2020	
4.	Plan and explore expenses for shared community based instructional outings	Becky Klier Jen Hylen Sara Derby	03/2020	06/2020	

Responsible: Sara Derby

Tactic:

We will focus and adapt our programming to reflect individual student strengths, interests and goals.

Specific Result:

TEC activities are driven by students' identified interests.

Cost Benefit Analysis

Action Plan Team: 2 Strategy/Tactic Number: 2

Strategy/Tactic: We will focus and adapt our programming to reflect individual student strengths, interests and goals.

Specific Result: TEC activities are driven by students' identified interests.

Costs

Rate your costs 1-5 (1= low cost and 5= significant cost)

Benefits

<p>Tangible:</p> <p>Time to complete a 1:1 assessment(s) within classes to establish student strengths, interests, and talents (1)</p> <p>Time to match assessments and inventories to students and courses to utilize data in instructional planning (1)</p> <p>Time to collaborate with technology and create a shared database of data specific to student interest for student centered planning (2)</p> <p>Increased transportation costs and costs for outings with additional community-based instructional opportunities (3)</p> <p>Time to align course curriculum learning targets to incorporate and focus on student strengths and interests/summer hours (2)</p> <p>Maintaining lower staffing ratios to facilitate students strengths-based education, activities and community-based instruction (1 or 2 as student numbers increase)</p>	<p>Tangible:</p> <p>True data of student centered input for planning will be gathered</p> <p>Students being able to communicate and advocate for their true strengths and desires</p> <p>Service providers and teachers will have knowledge of individual interests and goals to provide student centered planning</p> <p>Staff will have access to interest inventories</p> <p>Students will have opportunities to be exposed to a variety of community based instructional opportunities</p> <p>Student's class schedules can be determined based on individual goals and interest areas (ownership in their education)</p> <p>Increased rapport with students</p> <p>Increased student interest and strengths driven programming</p> <p>Increased community participation and exposure to real world experiences/new experiences</p> <p>Increased confidence</p> <p>Increased student engagement</p> <p>Development of lifelong learners</p>
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Action Plan

Action Team: 2

Strategy/Tactic Number: 2

Action Plan: 3

Strategy/Tactic:

We will focus and adapt our programming to reflect individual student strengths, interests and goals.

Specific Result:

TEC activities are driven by students' identified interests.

#	Action Step (# each one)	Assigned to:	Starting Date:	Due Date:	Completed Date:
1.	Create a list of interest inventories being used at TEC	Kathleen Allen Jim Smith Jessie Prissel	09/2020	11/2020	
2.	Match inventories to TEC courses in which they will be used	Kathleen Allen Jim Smith Jessie Prissel	11/2020	12/2020	
3.	Explore and determine TEC and South Campus courses that technology could be utilized to connect SC students to TEC staff and students	Jessie Prissel Jen Hylen Lisa Phillips Sara Derby	12/2020	12/2021	
4.	Expand community-based instructional opportunities based on student interests	Kathleen Allen Jim Smith Jessie Prissel Becky Klier	12/2020	12/2021	
5.	Explore options to showcase student interests and experiences	Kathleen Allen Jim Smith Jessie Prissel Becky Klier	12/2020	12/2021	
6.	Provide student-driven opportunities when determining guest speakers, job tours, job shadows, and community-based opportunities	Kathleen Allen Jim Smith Jessie Prissel Becky Klier Dan Lemke	12/2020	12/2021	

Responsible: Sara Derby

Supplemental Documents

Transition Education Center (TEC) Case Study

Transition Plus (TPlus)	Transition and Post- Secondary Preparation Program (TAPP)	Accountability with Academics and Restorative Education (AWARE) Data below from 2017-18	Project Search At Gillette Children's Specialty Healthcare in St. Paul
Federal Setting 4 18-21 years old in Special Education	Federal Setting 4 11th grade- 21 years of age in Special Education with significant social emotional needs	Federal Setting 1 6th-12th grade General education (70%) Special education (30%)	Federal Setting 1 18-21 years old in Special Education
Program Focus: Transition to Adulthood Post-Secondary Education & Training Employment Independent Living	Program Focus: Social- Emotional/Mental Health Transition to Adulthood Post-Secondary Education & Training/High school academics & Credits Employment	Program Focus: Provide Alternative Education Students attend: - in lieu of suspension (92.5%) (41% Behavior, 27% Tobacco /Alcohol/Drugs, 24% Fighting) - home-based instruction - pending placements (i.e. mental or chemical health) - other admin placements	Program Focus: Employment Transition to Adulthood
20 students 60% Male and 40% Female	8 students (current) 63% Male and 38% Female 2018-19: 1 Graduate to date, 2 pending programming,	0-10 students 80% Male and 20% Female Number of AWARE Referrals 82.4%= 1 Referral 13.6%= 2 Referrals	8 students 50% Male and 50% Female
Demographic Data: 70% White 20% Black/African American 5% Hispanic 5% Asian	Demographic Data: 63% White 25% Hispanic 12% American Indian	Demographic Data: 65.3% White 21.6% Black/African American 9.5% Hispanic 2% Asian/Pacific 1.5% Native American	Demographic Data: 80% White 20% Black/African American
Free or Reduced Lunch 25%	Free or Reduced Lunch 25%	Information not available due to changing enrollment	Free or Reduced Lunch 0%
Employment: 20 Volunteer positions and 9 Paid positions - Some students have more than 1 position	Employment: 2 Volunteer and 0 Paid	Service Learning and Volunteer Opportunities Provided	Employment: 8 volunteer and 0 Paid
68.8% of students at TPlus, TAPP and Project Search had consistent attendance, ie, were in attendance at least 90% of school days. This data does not include AWARE students.			

Transition Education Center Strengths and Weaknesses
Transition Plus, TAPP, AWARE & Project Search

<u>Strengths</u>	<u>Weaknesses</u>
<p>TEC is physically not attached to any other district buildings</p> <p>Amazing staff and amazing community partners</p> <p>Project search is total work immersion program</p> <p>PS good curriculum</p> <p>Variety of options for project search locations to apply for</p> <p>Calm climate</p> <p>Good safety procedures</p> <p>Great student staff rapport</p> <p>Great continuing Ed and Prof development opportunities</p> <p>Good use of staff strengths</p> <p>Good communication</p> <p>Access to building administration</p> <p>Great reputation within community and neighboring districts</p> <p>Staff supporting each other</p> <p>Staff cohesiveness</p> <p>Access to 6 - 12 curriculum</p> <p>Restorative curriculum</p> <p>Dedicated social worker</p> <p>Administrative Assistant/Clerical Support</p> <p>AWARE is being used for more than suspension</p> <p>Flexible staff</p> <p>Transportation (vans and what have you)</p> <p>Intentional programming</p> <p>Dynamic and diverse programming, personalized for students</p> <p>Celebrate students</p> <p>Relevant and relatable programming</p> <p>Teamwork</p> <p>Small program</p> <p>Variety of curriculum and classes</p> <p>Diverse range of abilities</p> <p>Good student connections</p> <p>Multiple Programs at TEC</p> <p>Meeting identified needs across the district</p> <p>Continuum of services</p> <p>Dedicated TEC Administrator</p> <p>Staff to student ratios</p> <p>Teachers licensed in gen ed and spec ed</p>	<p>Building Space (not accessible kitchen for students, recreation space, entry and exit for accessibility, wifi, break out spaces, flexible learning spaces, room size)</p> <p>Mental health services availability (co-located mental health)</p> <p>Attendance</p> <p>Student awareness to graduation plan</p> <p>Location</p> <p>Limited public transportation access</p> <p>Lack of diverse staff</p> <p>Access to School Resource Officer</p> <p>Post Graduation follow up</p> <p>Job opportunities close to location</p> <p>Difficult with academic levels (i.e. math differentiation within one classroom)</p> <p>Parent/family involvement in TAPP</p> <p>Variety of volunteer positions</p> <p>Academic assessment requirements (i.e. MCA, credits)</p> <p>Low number of students in a class to teach</p> <p>Open enrollment & transportation costs</p> <p>Secure Building - no intercom system</p>

How District Beliefs are Manifested at TEC

Each person has unrealized potential

- Community Based Instruction and service learning opportunities
- Career exploration opportunities including job shadows and job tours
- Staff take what a student has to offer and expands on that

Service nurtures both community and self

- Service learning opportunities at Second Harvest, Feed My Starving Children, etc.
- Flexibility to create opportunities

Learning Enriches one's quality of life

- Scaffolded learning experiences which are a bridge to employment and post-secondary education and training opportunities
- Courses that align with with student interests and goals
- Positive engagement and understanding of self

Everyone has a right to a safe and respectful environment

- Students are greeted at the door
- Students are treated positively and respectfully regardless of behavior or choices
- Physical structures within the building, such as, rubberbands, walkie talkies, window covers ensure a safe environment
- TEC staff and students practice drills (fire, lock-down and tornado)
- Poster campaign: Each month posters are placed in the school based on a theme (i.e. respect, anti-bullying)
- There is a Tip Line on Transition Education Center website (see something- say something)

Communities with shared goals have unlimited potential

- TEC has a class called Community Participation
- Access community partners
- TEC hosts an annual Community Partner Event to celebrate community partners
- TEC staff participate in the Employment Capacity Building Cohort with the MN Dept of Education
- Employment opportunities within the community

Each person has innate value

- TEC focuses on what students can do
- TEC helps students discover talents and skills of which they're unaware
- TEC accepts the challenge of working with students with barriers to success and strives to help them realize their full potential