

## **Central Arizona Summer Cohort Meeting Communiqué**

**Region:** Central

**Date:** Monday, May 10<sup>th</sup>

**Time:** 1:00pm-3:00pm

**Number of Attendees:** 51 attendees + 5 ECSEPS.

**Location:** Zoom

### **Objectives for this meeting:**

- To learn about best practices for transition conferences and receive resources to support these practices.
- To ensure programs are supported in submitting timely, accurate, and complete child outcomes data in My Teaching Strategies Gold (TSG).
- To support programs as they prepare TSG for next school year.

### **Title or Links of Handouts located on the padlet:**

1. DEC Recommended Practices for In by Three Transitions
2. Guide to DEC Recommended Practices for In by Three Transitions
3. 2021 Early Intervention and Early Childhood Special Education Summit Presentation “Early Childhood Transition Policy and Procedure Updates”
4. Flow Chart Part C to Part B, ECTA Transition Guidance Part C to Part B Review of Existing Documentation, Questions for Families for Gathering TSG Information
5. 2021 Closing Out the Year Checklist for TSG
6. Teacher Guide OSEP Exits
7. Administrator OSEP Guide
8. How to Know if You’re Done with OSEP Exiting
9. End of Year Checklist GOLD Administrators
10. End of Year Data Cleanup Support for Administrators
11. Archiving Student Portfolios
12. How to Add a Team Member to a Portfolio
13. Product Roadmap: Introducing a New GOLD Standard Early Look for Administrators & Teachers, and GOLD Support in Arizona

Link to Resources in Summer Regional Cohort Meetings Padlet

<https://padlet.com/tamiphilips1/cfyjnrr0djnnisf8>

### **What we did:**

- Introduction part: Reviewed cohort meeting reminders, purpose, and objectives, shared meeting agenda, and introduced Early Childhood Special Education (ECSE) Unit, Program Specialists and a new specialist for the Central region, Lisa Wallman. Lisa had a few minutes reserved for her introduction.
- ADE and AzEIP collaboration and updates: Arizona Early Intervention Program (AzEIP) Quality Improvement Technical Assistance Providers were introduced, and updates were provided on the Arizona Department of Education (ADE) Policy and Procedures for In by Three Transition including monitoring of school district attendance at Transition Conferences. Best practices for transition conferences were shared and roles and responsibilities were discussed. This included:
  1. AZEIP’s role is to schedule and facilitate

2. PEA's role is to attend and participate

3. During summer months, PEA's must have a representative available to receive PEA notifications and attend Transition Conferences. A best practice would be to ensure that AZEIP partners know who that individual is and establish communication prior to contracted staff leaving for the summer.

The joint guidance on AzEIP and Local Education Agency (LEA) responsibilities was highlighted and late to and from AzEIP alerts were reviewed as well as the availability of the C2B inbox for questions and supports.

Chat questions:

- 1) Who is the district representative, or who would you want to appoint as your POC to ensure best practices.
  - 2) What to do if AzEIP does not engage with PEA? Who provides oversight? ADE or AzEIP?
  - 3) What happens if AzEIP sends out the non -contact letter to parent?
  - 4) Are transition conference meetings going to be held in person in 2021/2022 or virtually?
- Child outcomes data discussion: Compliance, timeline, submission, and importance of TSG data collection was discussed. TSG as confirmed for 2021/2022 as the OPM tool for preschool students with disabilities.
  - OSEP federal requirements discussion: Federal requirements for presenting child outcomes data to the Office of Special Education Programs (OSEP) for every student in preschool that receives special education services (entry levels and exit levels). Rationale for why collecting ongoing progress is important was presented as well as link to Padlet containing all the meeting resources. Padlet resources were discussed in detail, Suggested OSEP exit practices to review, plan, provide additional staff training to create effective and timely submission.
  - Child outcomes data for the end of year TSG checklist was discussed in detail including checkpoints dates and best practices for timely submission. The ESS April 27<sup>th</sup> memo regarding the *Not Observed* issue was explained and discussed in detail and the admin roles in assuring teacher and admin part of the OSEP exits are done correctly was provided. Presenter discussed the role of the Head Start and PEA and what type of system and communication is in place to ensure the Head Start completes OSEP exit on the behalf of the school district. The archiving of students was discussed, and attendees were given five minutes to write notes and/or process the information previously given.
  - TSG end of year practice (after exiting) included archiving, deactivating teacher's accounts that are no longer in the district, moving children's portfolios, and documenting the processes for the staff.
  - 3 attendees briefly shared their successful practices in accomplishing end of year activities for TSG-Mesa, Florence, and Alhambra
  - Getting TSG ready for 2021/22 was discussed in six points:
    - 1) Admin ensures that staff knows the 2021/22 TSG checkpoint dates. Admin plans and clearly communicate staff expectations, dates, procedures and provides PD if necessary.
    - 2) Admin plans time for data review and analysis for future growth tracking and progress implementation.
    - 3) Admin ensures timely TSG license renewal and program validation.
    - 4) Admin ensures valid and correct AZED (SAIS) numbers and reviews steps for transfer in case of "SAIS already exist" error.
    - 5) Admin assess future staff professional development to ensure staff's increased data literacy.

6) admin ensures that policies and procedures are explained to staff, implemented, and consistently reviewed for future improvement. The recent TSG upgrade was discussed, and attendees were encouraged to attend future TSG webinars.

- Attendees were asked to participate on Padlet to answer questions:
  1. What is one thing you learned about closing out the year for TSG? What is one more question you still have about closing out the year in TSG.
  2. What is one thing you learned about getting TSG ready for next year? What is one more question you still have about setting up your license for next year?

**What we learned:**

Best practices for transition conferences, how to get support for Part C to Part B questions and concerns, activities to complete for end of year and startup of TSG, and procedures for completing OSEP exits.

**What we accomplished:**

Successfully shared important information on transition conferences, TSG, and OSEP exits. Provided resources to support topics and activities discussed. Learned from other school districts tips for successful EOY TSG activities.

**Next Steps:**

1. Consider program policies and procedures to ensure that best practices are in place for transitions and ongoing progress monitoring responsibilities.
2. Programs are encouraged to reach out to Early Childhood Special Education Program Specialist for further technical assistance for completing OSEP exits and analyzing that data for programmatic decisions for SY 21-22. Link to Your Program Specialist: [Find your Early Childhood Program Specialist](#)

**Evaluation or Feedback:**

Individual participants were invited to share one thing they learned at the meeting today and what else ADE ECSE unit could do to better support the field with closing out this year and getting ready for next year. No participants added anything to the padlet in this offered share space at this time.

**Questions to Consider:**

How can we best plan for future collaboration between Head Starts and PEA to ensure children are correctly and timely OSEP exited and data is attributed back to the school district for child outcome data analysis?

How can district fully utilize support and help of their assigned ECSE Program Specialist?

**Next Meeting:**

Monday, August 23, 2021