

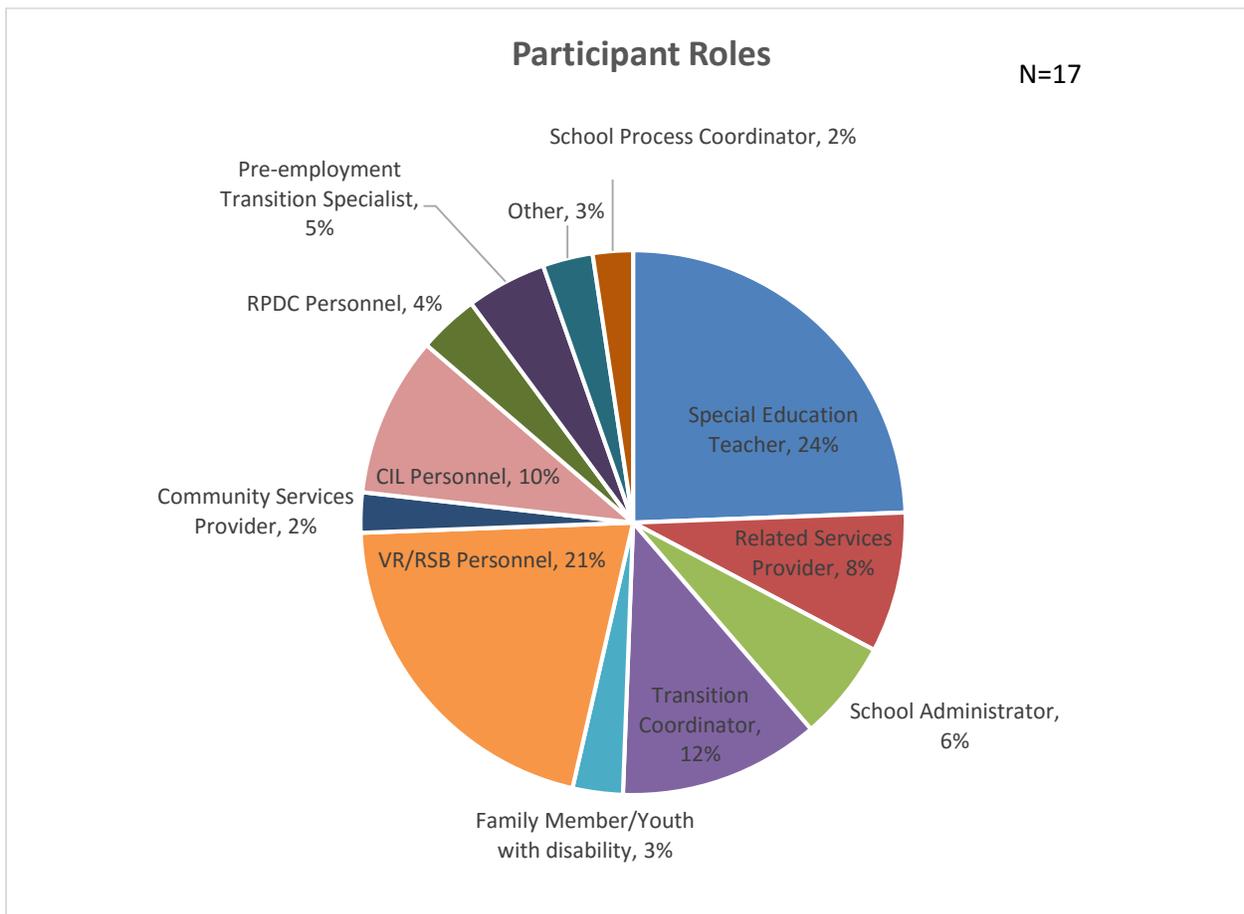
2016 Missouri DESE Post-Secondary Transition Training Institute Evaluation Report

The 2016 DESE Post-Secondary Transition Training Institute (TTI) was held at Tan-Tar-A Resort at the Lake of the Ozarks, June 28-30. This was the second year for a training institute format that integrates general and breakout sessions with small, facilitated team/group planning sessions. Attendees of the Institute included 283 teachers, administrators, adult service providers, parents, students, and regional (e.g. RPDC) and state-level (e.g., DESE, VR, DMH) personnel from across Missouri.

The overall TTI evaluation survey is based upon the NSTTAC Capacity-Building Institution evaluation and modified by the Transition Coalition at KU for the Missouri TTI. Transition Coalition staff collected and analyzed the results of the conference evaluation surveys as well as the facilitator preparation evaluation. Results are described below.

Overall TTI Evaluation Results

Of the 283 participants registered for the TTI, 167 completed an evaluation of the TTI (59% response rate). A breakdown of the participants' primary roles is identified in the chart below.



The evaluation asked participants to rate the quality of each general session presenter. A summary of the average quality rating for each presenter is listed below.

General Session Presentation	Average Rating
<i>Success Stories from Pre-Employment Transition Specialists</i> Bob Simpson, Dr. Pat Bauer, Jodi Turnbough	4.0
<i>Poster Session: Road Trip of Agencies/ Organizations</i>	3.2
<i>Follow our Roadmap: I-13 Compliance in Transition</i> Samantha Marsicovetere	3.2
<i>WIOA-Impact on Schools and Transition Planning</i> Karen Allan & Brenda K. Simmons	4.0
<i>Continuing the Journey— “A View From the Front Seat”</i> Brenda K. Simmons	3.5

1 = poor, 2 = okay, 3 = neutral, 4 = good, 5 = excellent

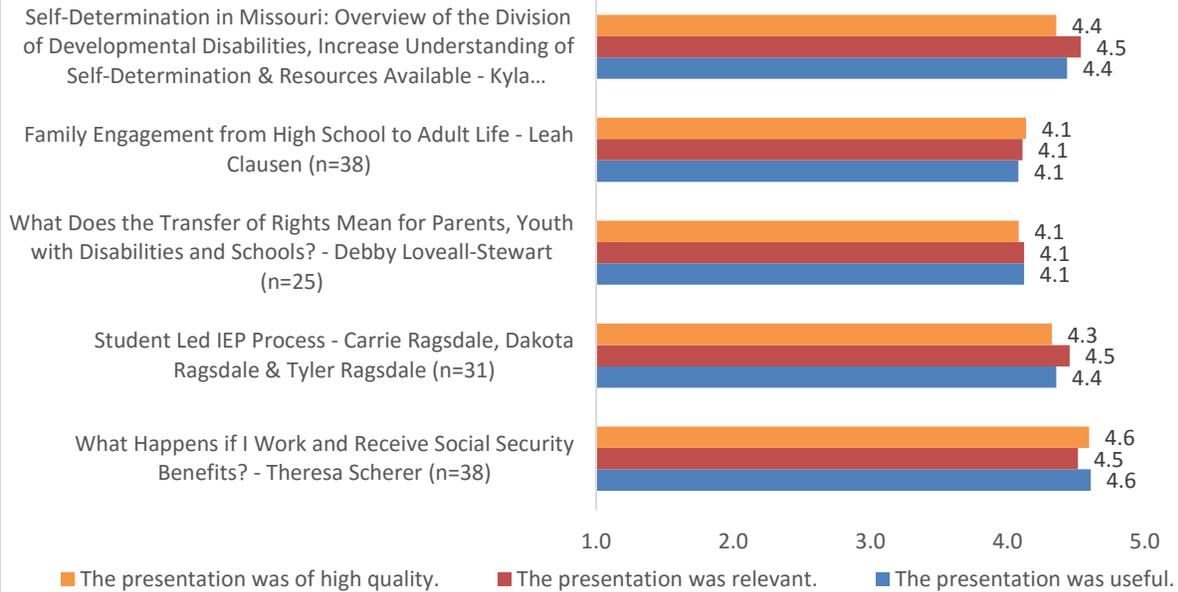
Participants were asked to use a Likert-type scale to identify their level of agreement with statements addressing the anticipated outcomes of the TTI. Participants *agreed* that they developed stronger cross-agency partnerships, the planning times provided the opportunity to develop meaningful action plans and increased their knowledge in the four strands involving pre-employment skills, family engagement, college and career readiness and dropout prevention. The items with the highest average levels of agreement were the two items which related to stronger cross-agency partnerships and the development of strong and meaningful action plans with an average of 4.4. Results of each item across respondents are outlined below.

Anticipated Outcomes	Mean
We developed stronger cross-agency partnerships.	4.4
The planning times gave us the opportunity to develop a strong and meaningful action plan.	4.4
My knowledge of strategies to increase pre-employment skills has increased.	4.2
My knowledge of strategies to engage families in the transition process has increased.	4.1
My knowledge of college and career readiness competencies has increased.	4.0
My knowledge of dropout prevention strategies has increased.	3.7

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

The evaluation instrument asked participants to rate the quality, relevance and usefulness of each concurrent session presentation they attended. A summary of the average responses for each is below.

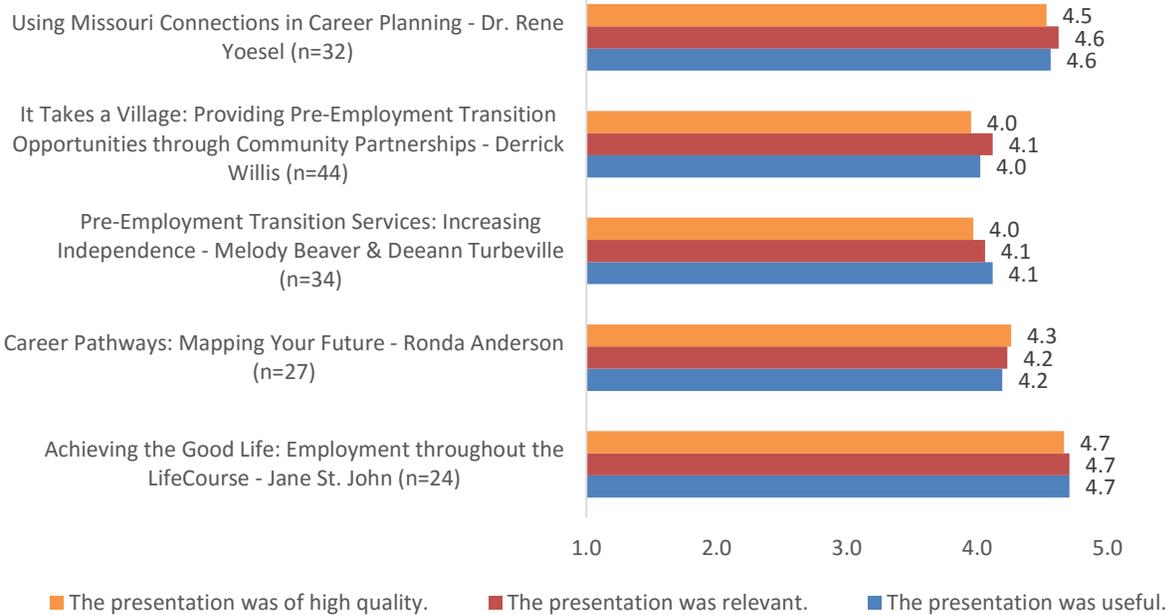
Usefulness, Quality & Relevance of Concurrent Sessions: June 29 8:45am



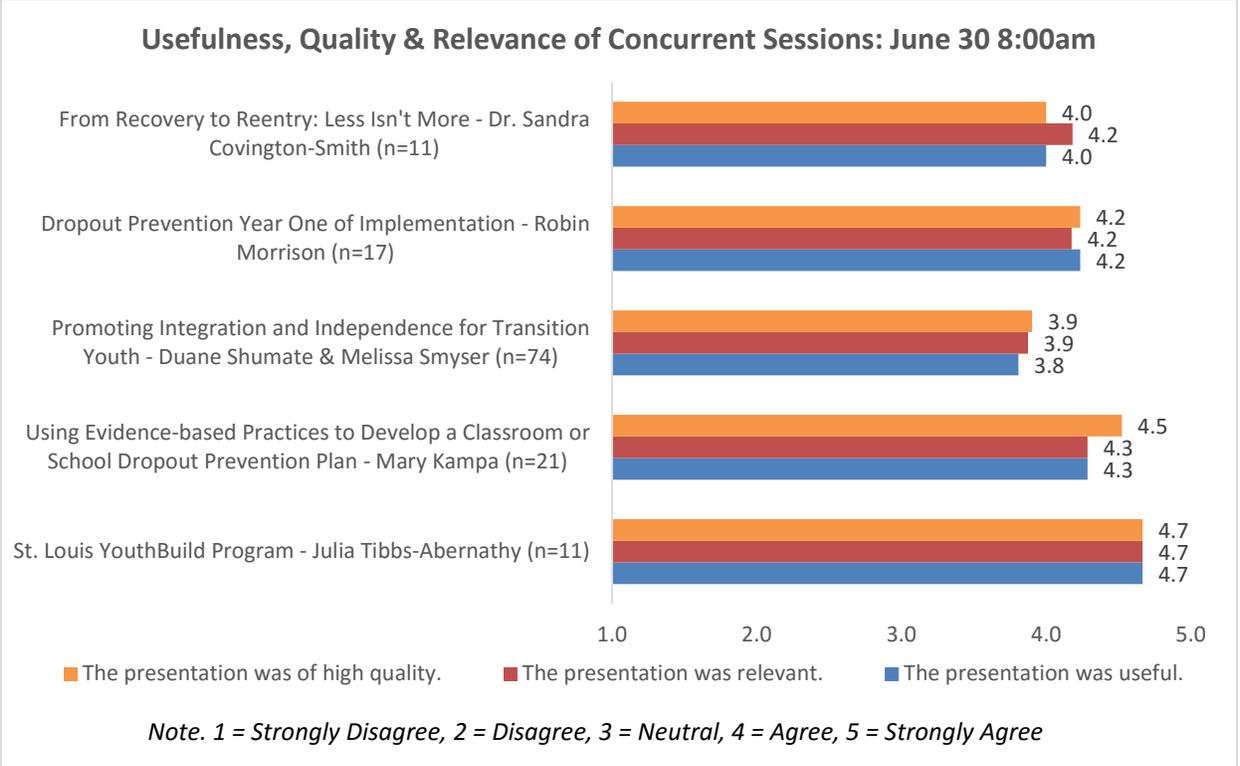
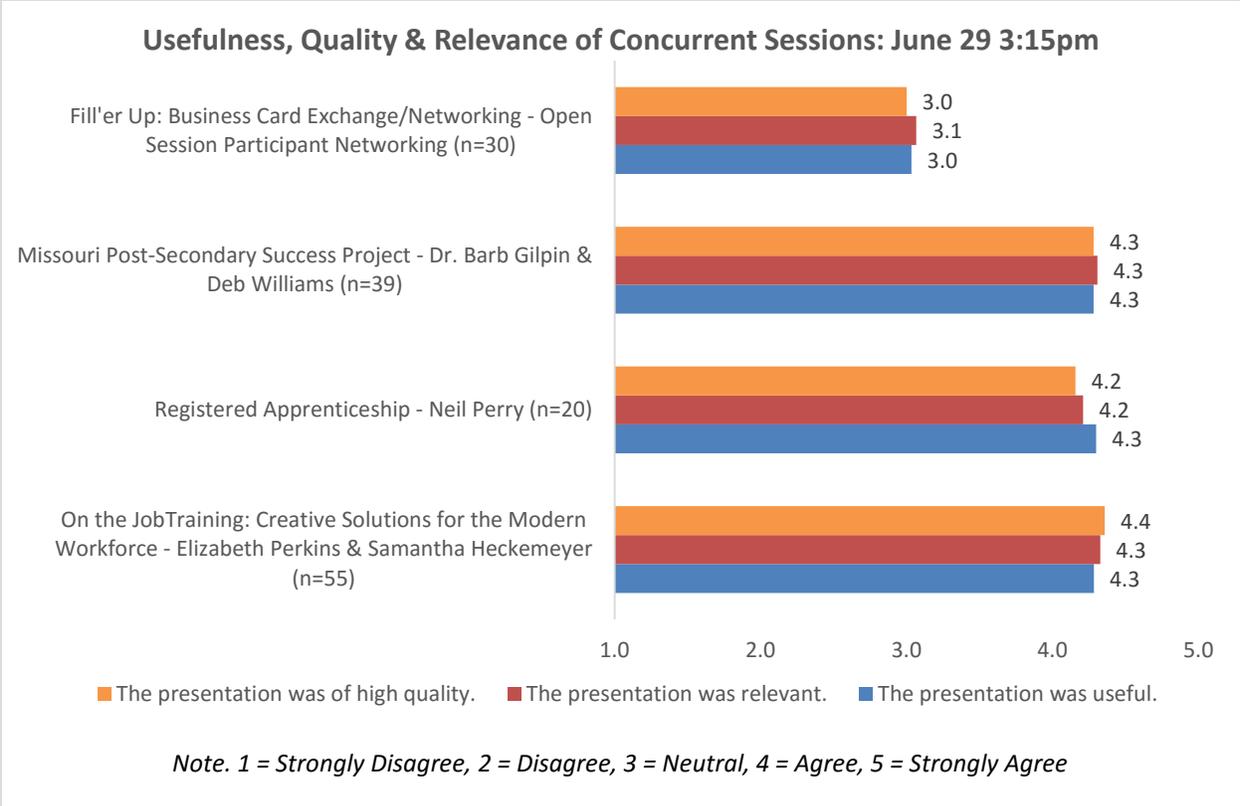
Note. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

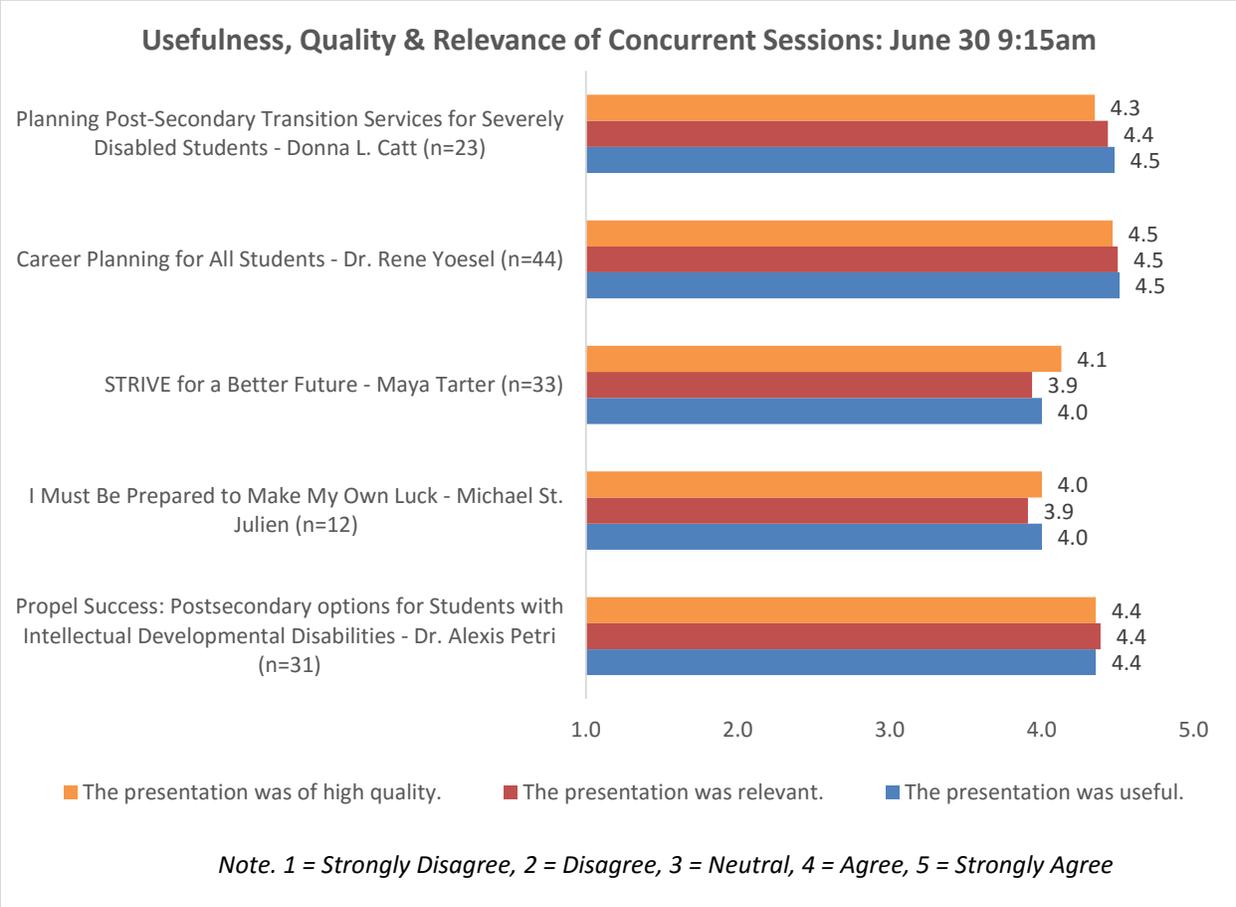
Usefulness, Quality & Relevance of Concurrent Sessions: June 29

10:00am



Note. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree





Participants were asked to rate the quality of specific conference logistics such as conference hotel, location, overall conference structure, etc. With the exception of the conference hotel, conference participants rated the quality of the conference as *good*. The lowest quality rating was the conference hotel. Accessibility issues and space were mentioned in the qualitative responses on the evaluation instrument, so it is anticipated the average *neutral* rating for the hotel is related to those comments. A summary of the logistics items and the average rating for each is included in the chart below.

Institute Logistics	Average Rating
Conference Hotel	3.4
Location (Lake of the Ozarks)	4.0
Time allocated for breakout sessions	4.1
Time allocated for planning	4.0
Overall conference structure	4.1

1 = poor, 2 = okay, 3 = neutral, 4 = good, 5 = excellent

The TTI evaluation included three open-ended questions asking participants about the most useful part of the conference, recommended topics for future conferences, as well as space for any other comments. Overwhelmingly team planning and networking were cited as the most useful components of the conference. Additional comments given were also recorded. Responses primarily fell into the categories listed below and include the number of comments in each category as well as specific quotes that exemplify it:

Most Useful Part of the Conference:

- Team Planning (67)
Team planning meetings. Could use more time!
- Networking (31)
Enjoyed the networking, have better understanding of struggles schools have in meeting all mandates. Great having VRs, CILs, DWD at the table.
- Other Agency Involvement Presentations (20)
Being able to have contact with many different agencies and coming up with a plan to come together.
- Concurrent Sessions (15)
The concurrent sessions. The information I learned there and the materials I received will be very beneficial in my role at a CIL as I help high school students transition out of high school
- Basic Transition Information (11)
Meeting others and getting more resources, and the knowledge of new updates and options.
- Overall Conference (9)
I feel rejuvenated, informed, and well-prepared for continued planning in my teams, district coordination, and overall training with my fellow colleagues and staff. I have a vision for Back to School, ideas and how to move forward at a slow, steady, focused pace.
- Family Engagement (3)
Really liked the info Leah Clausen presented. She really enjoyed her job and brought a new perspective (from a parent)
- Dropout Prevention (2)
Dropout prevention, year one of implementation
- Facilitator (2)
Great team facilitator!

Topics to Include for Future TTI Conferences:

- Information about Specific Employment Strategies (14)
How to connect and develop relationships & work experience with local businesses for students AND More topics on gaining work experience
- Basic Transition Information & Strategies to use in various situations (6)
Curriculum and assessment for transition classes
- School presentations on model programs (6)

I would like to see more promising practices highlighted by schools to increase the number of schools who are here.

- Interagency Collaboration (5)
More on how support services can work together to provide students with the best transition services possible.
- Family Engagement (3)
How to get families more involved.
- Acquiring support for transition from administration & all staff (2)
Obtaining staff (reg.ed) and admin buy in on importance of transition planning.
- Interagency Information: Resources, policies & services (2)
How to conduct an IEP meeting with outside agencies and what role they would have in meeting. Might be good to have VR101 for new school staff. Some people were not familiar and it made it hard in team time.
- Rural Community Focus (2)
Systems planning to build capacity within a small(er) community with job placement, volunteer, observations, etc.”
- Sessions focusing on students with significant disabilities (2)
- Transportation Issues (1)
- Social Security Benefits (1)
- VR Specific Sessions including how best to utilize Pre-ETS(2)
- Funding Resources for Services (1)
- Dropout prevention strategies/ curricula (1)
- Family Presentations (1)
- Program Evaluation (1)

Other Comments:

- Hotel was not accessible (16)
- 7 A.M. too early start time (7)
- Difficult to hear (7)
- Team Planning (7)
 - more Time for planning (4)
 - need tables in team planning (1)
 - didn't like team planning (1)
 - explain the TTI concept during opening session (1)
 - Share Action Plans through Google Docs (2)
- Conference place & duration (5)
 - Hold Conference in a different city each year (4)
 - Shorten conference to 2 full days (1)
- Conference format (3)
 - Repeat Concurrent Sessions (1)
 - Reorganize team time/ sessions (1)

- Include poster session for schools to share programs (1)
- Have motivational Keynote speaker (3)
- Need more agency representation at Resource Fair (2)
- Provide handouts either on an app or online – ensure they are in accessible formats (2)
- Prefer Content only conference format (1)
- Provide contact list of all attendees (1)
- Encourage more schools to complete QI2 (1)

All qualitative responses are included at the end of this report.

Team Action Planning

TTI participants were divided into 20 teams based on their school district or region. Each team was provided with a trained facilitator including some of the larger teams received two facilitators. Most teams were comprised of school personnel, VR personnel, and community agency representatives (developmental disabilities services, center for independent living, career center, etc.), and parents. Teams met with their facilitators during four team planning sessions throughout the conference. The facilitators guided discussions, helped the teams reach consensus on their priorities, supported them to share resources and information, and develop action plans.

Since many of the 20 teams were comprised of more than one district, they were given the opportunity to break into smaller groups to develop a specific plan for their school district. Some school districts worked together to develop one action plan. For example, three districts worked together to plan/host a regional transition fair, but each district turned in a separate plan with a designated district contact person. All district plans included the same goal. In addition, some school districts developed more than one action plan. As a result, more than 55 action plans were developed during the TTI.

Upon registering for the conference, participants were asked to complete the *Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)* on the Transition Coalition website. The Transition Coalition aggregated and reported the data at the district and state levels for the 7 domains that make up the QI-2. *QI-2 Reports* were provided to each responding TTI participant as a data source that could be used during team planning times.

Each TTI participant received action planning materials that consisted of a blank action planning form, *TTI Action Plan Guiding Questions*, and a *QI-2 Report* (if the survey was completed for their district). The *TTI Action Plan Guiding Questions* was developed by the Transition Coalition and was adapted from NTACT Planning Tool (www.transitionprogramtool.org) and the QI-2 (www.transitioncoalition.org) that provided discussion questions and topics to guide team conversations about post school outcomes for youth in their districts/regions, as well as how programs, planning, policies, practices and school/community services contribute to improve post school outcomes.

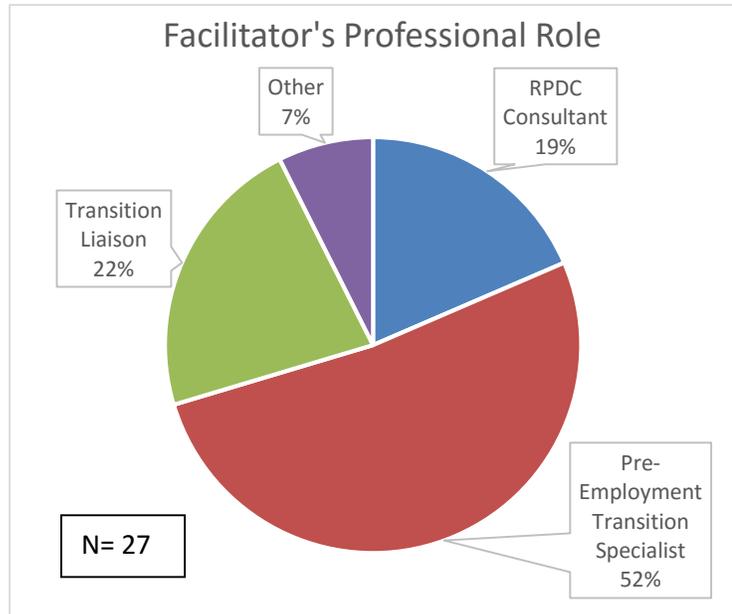
Action plans were collected and scanned in digitized format at the end of the TTI. Fifty-five (55) action plans were analyzed and the focus of them covered the following five topics. Some example activities from the action plans are listed under each topic:

- Improve interagency collaboration (15 plans)
 - Create community transition teams
 - Utilize outside agency resources within the classroom and during IEP meetings.
 - Increase outside agency attendance & participation in meetings
 - Host Regional Transition Fair with Outside Agency support
- Employment /business focused goal (4 plans)
 - Establish school to business partnerships/ relationships
 - Work with businesses to develop work experience curriculum
 - Increase competitive employment opportunities for students
 - Attend local Chamber of Commerce Meetings
- Improve overall transition planning process (12 plans)
 - Transition Assessments as an on-going process
 - Share Transition Assessments in a meaningful way
 - Increase self-determination/advocacy through the transition process
 - Increase use of Missouri Connections throughout the transition process
 - Work with Middle Schools to start Pre-ETS
- Student and/or family involvement (23 plans)
 - Provide Family Engagement Opportunities with Agency Resources
 - Support students & families to participate in student led IEP's
 - Host a Regional "Meet the Agency Night" for families
 - Implement Life Course Portfolios with families
 - Hold a Regional Transition Fair
- Create a list of state community agencies (1 plan)
 - State-wide information distribution

Facilitator Preparation Evaluation Results

Transition Coalition personnel coordinated, trained and provided on-site support to team facilitators for the TTI. The 31 facilitators consisted of Missouri Transition Liaisons, RPDC Consultants, Pre-Employment Transition Specialists, and Other (DESE and DMH personnel). Three weeks prior to the TTI, facilitators were asked to review sections of the NSTTAC Facilitator Preparation Manual that was adapted for use by the Missouri TTI facilitators. An hour-long webinar was held 2 weeks before the TTI to give facilitators an overview of the responsibilities and expectations of the conference. The webinar was recorded and sent to all facilitators for viewing.

A three-hour facilitator preparation training was conducted the morning before the TTI began. All 31 facilitators participated in this training. During the TTI, facilitators received as-needed ongoing support as they worked with their teams. At the end of each day facilitators participated in a debrief meeting to provide overall feedback and problem-solving. At the conclusion of the TTI, facilitators were asked to complete an evaluation of their preparation. Twenty-seven of the 31 facilitators (87%) completed the evaluation, the results of which are outlined next.



The survey included Likert-type items asking facilitators to identify their level of agreement from *strongly disagree* (1) to *strongly agree* (5). Items were organized into three categories: (a) achievement of intended outcomes, (b) usefulness of facilitator preparation content and materials, and (c) characteristics of the facilitator preparation. Overall, facilitators reported that the preparation and training met their needs. Considering only thirty-three percent (33%) of the facilitators had facilitated teams before, and there was an increase from 18 facilitators last year to 31 this year.

Facilitator Preparation Evaluation Category	Average Rating
Achievement of intended outcomes	4.7
○ I understand the role of a team facilitator	4.7
○ I understand the responsibilities of a team facilitator	4.7
○ I understand the structure and purpose of the TTI	4.7
○ I was well prepared to serve as a team facilitator	4.5
Usefulness of content	4.4
○ The <i>Facilitator Preparation</i> manual	4.4
○ Strategies for using flip charts	4.2
○ Overview presentation of facilitator roles and team meeting details	4.4
○ Overview of institute materials (e.g., agenda, materials, etc.)	4.6
Characteristics of the facilitator preparation	4.4
○ Overall quality of facilitator preparation	4.4
○ Overall relevance of facilitator preparation	4.4
○ Time allotted for content	4.3
○ Time allocated for preparing your team materials	4.3
○ Advanced communications	4.5

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Open-ended portions of the evaluation asked facilitators to identify what was most helpful in their facilitator preparation, what additional materials they would like in the future, and any ways facilitator preparation could be improved. Their responses fell into the following categories:

Most helpful part of facilitator preparation:

- Webinar
- Facilitator Manual & sample materials ahead of time (2)
- Morning training session
- Ongoing support during the conference
- Time to prepare materials before their first team meeting

What needed less or more time during facilitator preparation

- More time on facilitation and guiding group decision making methods. (3)

Additional Materials for similar future events:

- Agenda for conference prior to training
- Ideas on how to build team “spirit”
- None

Suggestions for improvements:

- It would help if team members had a brief overview of TTI expectations prior to starting team meetings so everyone understands purpose of team meetings from the start
- Team list ahead of time
- Previous Action Plans available for teams
- All districts need QI Reports
- All teams should have co-facilitators
- Customize training for veteran & new facilitators
- Have veteran facilitators mentor new facilitators

Facilitator Debrief Notes

At the conclusion of each day of the TTI, facilitators gathered to engage in a short debrief session. During these meetings, facilitators were asked to report two key elements of the day: (a) what worked, and (b) what didn’t work. These questions had been posed to their teams, and facilitators were to report out these issues so that issues could be resolved as quickly as possible during the TTI. A summary of these topics is outlined below.

What Didn’t Work:

- Team Planning/ Rooms
 - Team rooms not accessible to some team members
 - Need tables & chairs in some rooms

- Each team needs their own room, too noisy in Salon C and other rooms with 2 teams.
- Need more school representation. Some teams have more agencies than school personnel.
- Action Plans
 - Not having last years' Action Plans at the first team meeting
 - Confusion that each school needed a separate Action Plan, even though they were working together with other districts on the same plan.
 - Sample Action Plans should have been provided
- Conference Logistics
 - Conference needs more Sessions presented by School Districts & Promising Practices
 - Need fewer Sessions with Greater Diversity
 - 7:00 am is too early to start—very long days.
 - Need longer breaks if we are going all day, rather than just travel time.

What Worked:

- Team Planning/Composition of teams
 - Team meetings the very first day.
 - Used think/ pair/ share format for small groups
 - Same teams from last year, ready to go and move forward
 - Regional composition of groups
 - Teams are excited about the mission continuing from year to year
 - Wonderful collaboration
 - Assigning concurrent session to attend & then report out next team meeting
- Facilitators
 - Good conversation of “coming to consensus”
 - The candy & treats
 - Having a facilitator from their region/ area
 - Blue Page/ Agenda very helpful for facilitators
 - Variety of Backgrounds among facilitators
 - Co-Facilitation is the best
- Action Plans
 - Getting previous year's Action Plans to Teams
 - Great Action Plan Report-out Closing Session

Information from the Facilitator Preparation Evaluation as well as notes from the facilitator debrief sessions will be used to enhance facilitator preparation and support for future Transition Training Institutes.

All responses to TTI overall evaluation qualitative questions are listed next.

Q29 What was the most useful part of the DESE Transition Training Institute?

- Breakout session
- Partnerships and team planning
- Networking
- Team planning is awesome and helpful!
- Learning from other agencies/individuals
- Planning sessions - working with individuals in my own service area
- Networking
- The planning sessions and debriefing of the concurrent sessions
- I enjoyed the whole institute. With it being my first year, I learned a lot
- Information on family engagement!
- The many opportunities to plan with my local school districts and agencies was wonderful!
- Team meetings!
- Working without local teams - planning together and learning from each other.
- Team planning/time to collaborate.
- Team planning time to collaborate with agencies and schools.
- Team planning
- Networking concurrent sessions
- Concurrent sessions and team planning. Making connections/partnerships with various agencies.
- Learning new ways to engage.
- Team meetings and networking with other schools and agencies.
- Enjoyed the networking, have better understanding of struggles schools have in meeting all mandates. Great having VRs, CILs, DWD at the table. Suggest to have microphones for speakers - some hard to hear with A/C
- Liked format
- The concurrent sessions. The information I learned there and the materials I received will be very beneficial in my role at a CIL as I help high school students transition out of high school.
- MO - Connections
- "S - Partnering
- S - Various resources or presenters
- C - Starting at 7 - in the summer?
- R - Turn up sound system in large conference room. Some speakers with smaller rooms, hard to hear without microphones"
- Loved the new breakout topics apprenticeship OJTS. Loved having PETS staff here.
- Planning time. Loved the team structure! Accessibility was an issue in some parts of the hotel.
- Networking
- The breakout sessions to work without groups and make connections
- Collaboration
- The opportunity to network with multiple agencies
- Concurrent sessions and planning time and Hook center
- The planning time was very helpful
- The group work
- Making connections with school/agency partnerships. The creation of a plan which will level it parents and student in rural areas in NW Missouri
- involvement of multiple agencies
- The connections & overall content
- team Planning time
- Team Meetings!
- Networking within my area
- Team Planning time
- networking
- team planning
- Being able to have contact with many different agencies and coming up with a plan to come together
- Regional Planning
- Collaboration, cooperation, coordination
- Action plan-planning to develop action plan for my district
- team planning meetings. Could use more time!

- Planning time
- I like the check-out do so we can choose where we would like to go
- small regional groups
- The small groups with the professionals that work with our school, students, and community
- Postsecondary opp. For ID students
- sharing ideas
- Team Action planning time
- Connecting with other participants & creating an action plan
- Networking and making friends
- breakout sessions folowed by planning time
- Team planning
- Learning what was available
- Really enjoyed getting to work with group and discussing plan. Wish more could be here to make more out of the discussion.
- Breakout activities
- I feel rejuvenated, informed, and well-prepared for continued planning in my teams, district coordination, and overall training with my fellow colleagues and staff. I have a vision for Back to School, ideas and how to move forward at a slow, steady, focused pace.
- Action plans completed with assistance.
- Becoming more knowledgeable of other agencies, resources. Not start breakfast so early. For agencies other than school districts, the team meeting time was not very helpful. Better communication of room change for Thursday session - sign outside door in addition to announcing change.
- The planning team/group from surrounding area. Need more time with this! Previous year (2015) we had much more time. Felt like we were rushed.
- Sharing, learning and understanding more about the programs, legislation and education supporting young people with disabilities
- Working in teams to develop goals, connecting school staff with agency personnel, informal networking opportunity.
- Collaboration
- Time for collaboration with distract team
- Collaboration with others/partners.
- Very relevant topics. Very positive.
- Identifying weakness of district and making action plan to make it a strength.
- Concurrent sessions were really helpful. Also having representation of many agencies.
- Creation of team action plan. Emphasis on collaboration.
- Team time and the guidance with a facilitator that was very useful. Success plan format.
- The concurrent breakout sessions.
- The team planning and working with region. I would like to see more sessions led by RPDC personnel because they would be geared toward teachers.
- Post-secondary services available for students with disabilities
- Team planning and concurrent sessions
- Collaboration with others was great but the goal/purpose of the team planning should have been explained to the group as a whole. People then would have a clearer idea of what is expected. The location seemed difficult for some people to navigate. There should be additional sessions for people who didn't come with a team. we had several stuck in our group that had no idea what was going on and/or weren't even from the same county. I felt bad that their time was being wasted
- The team planning times
- Updated info for WIOA. Useful tools for career exploration with students.
- Breakfast and lunch, some of the sessions were very helpful.
- Agency collaboration at CTT level.

- Great team facilitator!
- Networking with other agencies.
- Learning the people in the community that can help our children be productive in society.
- Sharing, partnership resources
- Contacts. Time to discuss.
- The different facilities that we need to access for the benefit of our students.
- Connecting with agencies
- The training team planning sessions
- Getting the variety
- Developing relationships with people from other agencies
- Collaboration with community agencies, providers, schools
- Networking with others. Learning different practices and programs around the state. Learning about 511 and 113 together with schools.
- Having an opportunity to collaborate with others from my community.
- Planning/brainstorming time.
- Gathering resources and listening to how others made the transition training work for them. Now hopefully have stronger agency partnership. How some folks help promote employment for kids with disabilities.
- Meeting others and getting more resources, and the knowledge of new updates and options.
- Action planning
- Meeting with team
- Team planning time
- Team planning - But we need to rethink the agendas. A blanket agenda may not always work for all teams.
- Sessions and team planning
- Networking, learning new things available
- Collaboration - it was great working with others
- Planning time/networking
- Opportunities for collaboration
- Learning about the resources and programs available.
- Small group planning sessions with regions. Getting to know more agencies and entities.
- Making contacts and gaining great ideas
- The breakouts. Would like to see more of those and a few less team planning
- Dropout prevention, year one of implementation
- Developing Transition plans for severely disabled students
- Overall not strong. Best presenters: Mary Kanyza & Barb Gilpin
- Networking. Transition information
- networking
- networking
- I really liked the MO Connections portion and plan to utilize it
- action planning.
- Opportunity to work w/ agencies & have time for our team to plan
- Networking, collaborating, most of the presentations were informative and helpful.
- Sessions geared toward severe/profound students and their transition
- The planning post-secondary transition services for severely disabled students
- Getting parents & students involved and dropout prevention
- really liked the info Leah Clausen presented. She really enjoyed her job and brought a new perspective (from a parent)
- Connections
- The team planning times
- Networking

Q30 What additional topics would you like to see in the future?

- Great job!
- More info on apprenticeship - How they are set up, managed, etc.
- More teacher/school led sessions to share best practice programs
- More local agency presentations
- On Thursday by the time we had planning time - there had been 3 concurrent sessions to report out on and we had to complete the plan
- Strategies and ideas for teaching soft skills in high school and middle school.
- Make the presentation geared toward educators with high quality presenters. MPACT needs their own strand (or conference). This felt more like an agency and parent converence. Challenges - No handouts. Brochures are not relevant to the presentation. Has handouts and presentation specific.
- University level programs and supports. Student enterprise.
- More topics on gaining work experiences
- Alternatives to OSS/ISS. Transitioning ALL students to post-secondary. Substance abuse information.
- More inclusive ways to help.
- Need more info on funding to provide services.
- Would have liked name, title, email of all attendees
- How to help students/family get the transitioning students services/supports they will need as they get older. IE - housing, social security benefits if deemed necessary, and health insurance.
- Panel(?) example of good. School partner's success stories - maybe share the outcome of their committed partner meetings from this year's conference?
- How to conduct an IEP meeting with outside agencies and what role they would have in meeting. Bigger resource fair. Might be good to have VR101 for new school staff. Some people were not familiar and it made it hard in team time.
- Business leadership networking. Hiring process, CVs. Service provision, business hiring/transition best practices
- More on dropout prevention. Possibly have representatives with suggested transition curriculums
- I would like to see more promising practices highlighted by schools to increase the number of schools who are here.
- DMH services; collaboration/system design (not panels) but tools; policy and service integration.
- Steps to take to help those who are under employed or unemployed
- Specific Disabilities challenges & training
- More agencies / people
- more instructional strategies. More work experience strategies
- Related service involvement (occupational therapy; speech/language pathology). Involving Administration
- the topics presented on were great and much appreciated
- Work opp. For ID Students other than workshop!
- engaging rural schools. taming the transportation beast
- Nothing at this time
- on the job training. How to get services in very rural communities!
- More or how support services can work together to provide students with the best transition services possible.
- Systems planning to build capacity within a small(er) community with job placement, volunteer, observations, etc.
- More on family engagement. More ways to get low-income/poverty families to show up.
- I would like to see more about program measurement
- Would appreciate sessions to include more specific strategies in providing transition services. Give us specific activities to use with students! Please consider other venues for this conference. Perhaps rotate

between St. Louis, Kansas City, Columbia, Lake. Tan-Tar-A feels dated. My room in Estates was worn, isolated, limited my access. Parking is terrible at Tan-Tar-A not only for those staying on-site but especially for folks driving in for a day/staying elsewhere. Having team sessions in Salon C was not conducive to goal development/discussion. Noisy, distracting, could not hear comments, did not like the shared space or having to use tables in Salon C. Better planning on front end to provide adequate space. Recommend that each school district form a team to develop specific goal. There were folks in teams who felt out of place in developing an action plan. Perhaps have an alternate activity for those agencies/personnel who don't fit on a team. Multiple districts on teams had difficulty formulating action plans.

- Hotel was not accessible for all rooms. Did not like staying in estates so far away from main conference.
- It would be nice to have some fun activities planned - too much work and no time to network. It would be nice to have other planned activities for those not connected to a school team - the team needs time and input from their team. It would be helpful to have all content (?) than to have time for team to collaborate - this information could help the team develop their action plan and steps. My group said they felt days were too long. 7-4 with no breaks - no time to reflect, just moving too quickly from one thing to another. Time at lunch to share with others rather than speakers all of the time. On overload!
- Some of the topics really didn't relate to VR. Program specific info on interagency partners. Actual partners relevant to VR i.e. Strive program doesn't even relate - VR doesn't pay. I think this hotel is not very accommodating to persons with disabilities. The carpet is incredibly difficult for someone with a wheelchair to navigate and many areas were not accessible.
- Recommend more accessible conference hotel. More SPED people fill out survey (greater school sample). Don't start at 7am each day. 8 works better after team building night before.
- More on severely developmentally disabled resources. As far as hotel space goes... way too many stairs. Our friends with mobility issues might have some trouble getting around. Tan-Tar-A is a vast labyrinth of corridors and 80s carpet - it was very easy to get lost! Maybe take the conference to a more even-planned structure. Thanks for a great few days!
- Obtaining staff (reg.ed) and admin buy in on importance of transition planning. Note: It would be helpful to have concurrent sessions all on one day, and then a full day+ for team action planning.
- Area specific sessions. More agencies present. Reach out to more schools for partnerships. Look at "chunking" the team time. 1 hour sessions not enough. Just get in a groove and had to stop. Ed camp - very popular PD format. Centered on Technology - this would be a great format to follow for the future of this training. It allows for more discussion and engagement from attendees vs. being talked out. Still a good amount of information. Just a thought!
- This is my second time at Tan-Tar-A and this is not an accessible hotel. The carpet is thick which makes wheeling around difficult. The breakout sessions were great but some of the set up created significant barriers. I would like to see it at a more updated hotel. No activities planned to get to know parties at the conference either during or in the evening. Overall it was good. Not a fan of the location.
- Move the conference to other parts of the state (i.e. St. Louis, then Columbia, then KC and K state.) The lake is not the place to have this conference. Too old and not up to date. Rooms/hotel not really accessible for all participants. It is "handicap accessible" by law, but not truly accessible when one

has limitations (wheelchair, surgery with boot or walker) or knee/feet issues. When one says, "There is a block of rooms" it is implied that all rooms in the main buildings - not out in the estates or cabin with no shuttle service before 7am. Poor internet service in cabins. Early start on Tuesday at 12 and later on Wednesday and Thursday, not 7am.

- Info for families to determine when ISL's would be more beneficial than staying in home. Home vs. ISL?
- Center for independent living involvement. The location (hotel) was not very accessible.)
- How is what Missouri is doing compare and contrast to what other states are doing
- Medical home and how it supports children with medical needs
- I would recommend "Key note" motivational speaker
- More on SS benefits and how to navigate. I haven't been for several years, it is MUCH improved!
- Maybe share some success stories of school collaborations with other agencies
- None. More time for concurrent sessions.
- Transition in rural communities. Rural focus.
- Include Pre-ETS in the group planning - How to include all partners, practical suggestions on utilizing Pre-ETS
- Curriculum for students in high school who need postsecondary training (soft skills, self-advocacy, etc.). In school programs to develop work readiness skills. Resource flow chart (basically an overview of agencies and what they do, where they get funding, when/where/why students should be referred). Don't assume people (school personnel) understand agencies or need for referrals. Presenters need microphones. Allow people to sign up ahead of time so that presenters are assigned to a large enough room and have enough handouts. Later start time! Down time or opportunity for collaboration. "Network" should be at a separate time.
- How to get families more involved.
- More school programs that are successful
- Would like to see workshops offered twice because sometimes I wanted to attend two that were offered at the same time.
- I would like to see more sessions led by DESE personnel and RPDC consultants. I think teachers need some basics in the transition process. Way too many public agency presentations. 7am is way too early. The days were too long. Thursday breakfast: no one was listening to the video. Too long. Maybe offer a strand that offers sessions led by agencies! Or a poster/mini session so all public agencies could share their information.
- More compliance-related transition sessions in addition to agency, resource, strategy sessions.
- More parent/youth involvement.
- CTE - Career Technical schools for graduates. Community college. 18-21 year old services
- Please put all presentations/power points online for access prior to the conference so we can print off and/or have available during presentations. They do this for MO-CASE and it's great!
- maybe more directly from school districts about reality of "what works"
- Individual transition plan!
- Self-Directed IEPs for educators-not parents
- curriculum and assessment for transition classes
- Soft skills activities
- How to connect and develop relationships & work experiences with local businesses for students
- Would like more information on how to deal with ID students & the transition program.
- More representatives to parent individualized perspective for employment transition. Motivational speakers to open conferences
- More information geared toward ways CILs can work in transition services

Additional Comments:

- Note: It would be helpful to have concurrent sessions all on one day, and then a full day+ for team planning and development of action steps.
- Started too early. Overall very disappointed in this training - felt like a student at school instead of an educator.
- 7:00 sessions- starts too early-would have preferred to have started at noon on first day & have started later on Wed & Thurs.
- The materials need to be provided in braille and large print or in digital format for the visually impaired to be able to access
- Had trouble hearing opening keynote/ Not many agencies for poster session. Enjoyed the videos for On The Job Training but would have liked more details about setting up OJT. It would have been helpful to have my team here. Steps are difficult for those with physical disabilities.
- Hard to hear. Student Lead IEP process-fantastic presentation-The Ragsdals were so informative and could help parents and students understand how IEP's can and should help the student. Fill'er up- very little open discussion, was looking for more ability to talk with different people but if one person was at the table no one else would approach, so we stood around without talking to parents.
- Challenges - Some of the breakout rooms were not accessible for those in a wheelchair, one person had to attend a different one. Not a big fan of hotel rooms being so far away but I know it happens.
- Rooms not accessible, poor acoustics with multiple groups. 7am sessions too early and sessions should be 75-90 minutes.
- Continue this format- extremely beneficial. This is such a worthwhile conference, please continue holding it at different city throughout the state-KC, St louis, Springfield, Columbia-Tan-tar-a is "treid", non-accessible and inconvenient (especially if placed in the estates) since I was a facilitator with a lot of stuff, it was difficult for me to get to the main building and to my room for facilitation. Shuttle service doesn't start until 7 and conference starts at 7, so it unnecessary driving in (and adding to congestion). Conclusion -a possible earlier start for facilitator training on Tuesday (perhaps noon for all participants), a later start for Wednesday/Thursday like 8
- Very cumbersome getting around
- Stairs were not good for me
- It would be helpful-preferably advantages to have groups assigned together in buildings close to conference for collaboration etc.-not estates. Friendly hotel staff-good food but too cold and space for action plan training not conducive for communication. Need more breaks for planning time.
- Not lake of the Ozarks but Tan-Tar-A, with the cabins, is a horrible location.
- Need to have more time to discuss information presented
- motivational speakers like in years before as keynote speakers
- Change the time to team plan on first day to later so we can have time to look through material & hear some ideas. Need table in team planning sessions. Days was extremely long w/breakfast 7am & not eating til close to 5pm. I realize a lot to pack in but sometimes need a break at meals.
- Have schools show their transition activities for poster session.
- Info provided in sessions were all very high quality and informative. Great work, TTI! I think it would be more helpful to be able to access all of the team action plans digitally (Google Docs, etc.) to continually refer to during the year. It is overwhelming and not beneficial to hear them all read at the end of the conference - not able to retain the good ideas.

- Note: Idea... When 40+ schools get up and share their plan verbally to a crowd ready to go home and were not listening and if listening will quickly forget what was stated. Next year these plans from schools should be shared on google so all schools can access these goals and what service agency they plan to use would then be a great resource to refer to all year instead of hear it for a moment and lose it from there.
- Could be shortened to 2 days. Reduce DESE presentations/more exciting keynote speaker
- Separate time to attend filled up session
- Poster session not enough agencies!
- 7am is too early
- More agencies at resource fair
- Couldn't hear
- Different city each year
- Fewer DESE presentations
- More agencies in poster session
- Didn't like team planning time
- Hard to hear
- 7am too early
- More people complete Q12
- Hotel was bad
- Hotel not accessible
- Concerns about those who didn't have a "team"
- Friendly hotel staff
- Overwhelming to hear action plans read out at end
- 7am too early
- Overwhelming to hear action plans read out at end