Implementing and Continuing Transition Institutes to Support Local Implementation of EBPs
Today’s Agenda

• Unpacking the NTACT capacity building framework
• Exploring the impact: Stories from states
• Unpacking the NTACT capacity building tool
• Q and A (panel style)
Purpose

• Increase participants’ knowledge of NTACT capacity building model

• Increase participants’ knowledge of various strategies used by states for improving implementation of EBPs through the capacity building model

• Increase participants’ knowledge of NTACT capacity building online tool
The Capacity Building Institute Model

1. Gather team and assess evidence of current practices
2. Identify what worked and what didn’t work
3. Use data collected to evaluate outcomes
4. Create yearly plan with data collection methods
5. Execute yearly plan and collect data
Institute Format

• Hybrid “Institute and Conference” model
• Combines elements of a conference with elements of an institute
• Provides a format for learning and applying that learning to the local context
Institute Components

- Strengthen Transition-Focused Education
- Content sessions
- Content resources
- Facilitated team planning sessions
- Team planning tool
Benefits of Institute Format

• Provides a structure with content flexibility
• Supports local cross agency Transition Team development
• Content sessions address state and local needs
• Provides a foundation to further develop local capacity
• Planning yool provides guidance and documentation of needs and action plans
Exploring the Impact

• How is your Summit/Institute structured? (team composition, content sessions, facilitators, etc.)

• Why did you start holding a/an Summit/Institute?

• Why do you continue to hold Summits/Institutes?
Exploring the Impact

• How has your Institute/Summit evolved? How did evaluation play in to those changes?
• What are your future plans for using or maintaining the capacity building model?
Exploring the Impact

• Idaho: Collaboration
  – Alison Lowenthal
  – Kendrick Lamar

• Rhode Island: Sustainability
  – Jane Slade
  – Cindy VanAvery
2018 Transition Institute
“Making Connections”

Alison Lowenthal
Div. Vocational Rehabilitation

Kendrick Lester
State Dept. Education
Collaborative Planning & Funding:
Focused Collaboration Outcome:

Vocational Rehabilitation

Districts & Charter Schools

Individuals & Families Parent Center (IPUL)

Collaborative Content:

- Higher Education Happenings
  Idaho’s three 4-year Public Universities
- Hot Jobs & Pathways to Get There
  Idaho Dep of Labor & Idaho CTE
- Disability and College: What should students and families be prepared for?
  BSU & ISU Disability Access Centers
- Seeing Success with Collaboration Between Agencies
  Idaho Voc Rehab & Nampa School District
- Digital Literacy Program for Students with Disabilities
  Idaho Falls School District & BSU Education Technology Department
- A Strength-Based Approach For Student Success
  Lake Pend Oreille School District & Idaho Parents Unlimited
Engagement Results From Local Plans:

Analyzed local plans in order to identify LEA deficits/needs in delivery of transition services

- Targeted support & resources; especially Pre-ETS from VR

Enhanced collaborative relationship between LEAs and other adult service agencies & organizations

- 29 transition information fairs or parent night’s with representation from multiple agencies (VR, Labor, Parent Center, DD council) have occurred in Idaho since November 2018 Institute

Greater engagement of LEAs in their own transition work

- Districts/Charters taking ownership of Indicator 14 Survey Collection & Understanding of their transition data.
The Idaho Transition Institute will Return 2019 "Strengthening Connections" Regional Events in 2020
Rhode Island Transition Institute

- Jane Slade – State Transition Coordinator; Rhode Island Department of Education
- Cindy VanAvery – Director of Special Education; North Providence – former Regional Transition Coordinator

Rhode Island Transition Institute

- 7 Years
How is your Institute Structured? (team composition, content sessions, facilitators, etc.)

- 31 District Teams composed of Special Educators, General Educators, Parents, Middle School Special Educators, School Counselors, Related Services, Special Education Directors, Vocational Rehabilitation Counselors
- Each team is supported with a trained team facilitator
- 10 Content sessions & 2 Team planning sessions
- Needs Assessments completed in each district prior to Institute
- Keynote Presentation (Youth, Professionals, College President)
- Hosted by Rhode Island College
Why did you start holding an Institute

- RI received NTACT intensive award (formerly NSTTAC) in 2011

Why do you continue to hold Institutes?

- Increased knowledge
- Improved Student outcomes
- Data Based Decision Making
- Collaborative Partnerships (LEAs, State Agencies & Parent Organizations)
How has your institute evolved based on evaluation?

• Collapsed from 2 days to 1 day
• District level needs assessments
• Paper tool to online tool
• Cadre activities help determine future capacity building activities
• Structure of institute (# of content sessions, amount of team planning time, theme/data driven content)

What are your future plans for using or maintaining the capacity building model?

• RI continues to maintain a state capacity building institute with the foundation provided by NTACT, however we are looking to NTACT & other states to assist us in future tool design
Small Group Discussion

• What did you learn?
• What can you use?
• What questions do you have?
Exploring the Impact

• Utah: Using plan info
  – Lavinia Gripentrog
  – Deanna Taylor

• Arkansas: Using cadres
  – Bonnie Boaz
People

- **Participants** – 239, representing 49 LEAs
  - 40 were returning teams.
  - 9 were new teams in 2019.
- **Organizers** (Utah Professional Development Network/Utah State Board of Education/Utah State Office of Rehabilitation/Utah Division of Services for People with Disabilities) – 6
- **Presenters** – 23
- **Facilitators** – 23
- **Other staff** – 7
Institute Preparation

• Three Planning Teams:
  – Overall event planning
  – Facilitator training planning
  – Interagency content planning
• Virtual Team Leader Training Pre-Institute – with NTACT support
• Virtual 1-hour Facilitator Training Pre-Institute – with NTACT support
• Facilitator Face-to-Face Training: One full day Pre-Institute – with NTACT support
Team Plans

- LEAs submitted completed plans within 3 weeks after Institute
- Team Leaders were given the option of a financial incentive ($500) if certain expectations were met leading to the implementation of their plan.
  - A majority of total teams signed on to the incentive.
  - Per the agreement, most of the team leaders are submitting monthly reports through the end of May and attending virtual community of practice meetings.
Team Plans

LEA goal areas for focused PD and Virtual Community of Practice Support:

*There are 42 completed Plans in the tool, as of April 5, 2019.*

Of the plans submitted:

- 55% had goals in the area of Student Driven IEPs
- 33% had goals in the area of Interagency collaboration
- 21%- Indicators 13 and 14
- 10%- Transition Assessments
- 10%- Pre-ETS
Follow-up support sessions

The goals from the submitted team plans informed content and types of support for future training sessions.

– Virtual Community of Practice Sessions – 3x/year
– Mid-year Transition Conference with team check-in
  – Summer
– Connecting Evidence-Based Practices to Transition Indicators
Thank you!
Arkansas

• Bonnie Boaz, Coordinator of Arkansas Transition Services
• Arkansas Transition Services Transition Summit
• 9 years of Summits!
  – Started in 2006
  – 2007 began using Capacity Building Model
  – 2010 began holding Summits every other year
Arkansas

• Summits began when we first began getting TA from NSTTAC—we saw it as helping us provide direction to our schools in an organized, effective manner

• We will continue Summits because we have seen the effects! Teams have told us this is the most meaningful conference they attend because they are so focused on TRANSITION—we can’t take that away from them!
Arkansas

• **Summit Structure:**
  – built around the Taxonomy for Transition Programming (usually at least two of the components);
  – use of online tool (training provided)

• **Team composition:**
  – at least four members to a team (special education teacher, special education supervisor, counselor, general education teacher, parent, student, agency representative, administrator, community member)

• **Content sessions:**
  – request for submissions from programs/districts/agencies within taxonomy areas

• **Facilitators:**
  – mostly from Special Education, Arkansas Collaborative Consultants and agencies

• **Exhibitors:**
  – agencies within community and state, as well as commercial
Arkansas

• Always evolving since the first one!
• Growth in ..... 
  o Attendance 
  o Team diversity 
  o Interagency collaboration 
  o Meaningful team plans 
  o Student involvement 
  o Students’ film premiere event
  o Team capacity 
  o Implementation of EBPs 
  o Networking opportunities 
  o Acknowledgement of hard work 
  o Outcomes of team plans
• Rapport and ability to more easily work with our districts.
• We rely heavily on evaluations – helps us focus on district needs whether it’s specific speakers, specific programs or location!
Arkansas

• Plans for maintaining the capacity building model:
  – continue to hold a Summit every other year
  – continue to use the capacity building model because it has helped us reach the most districts and helped us provide the most effective TA to those districts.

• ATS Summit 2020 –
  – held in conjunction with the 2020 International DCDT Conference! October 21-23 in Little Rock, AR! We are already working on how to adapt to offer the best opportunities for our AR teachers to attend both!

We hope you will join us for DCDT in Arkansas in 2020!!!
Small Group Discussion

• What did you learn?
• What can you use?
• What questions do you have?
Unpacking the Tool

• Moving from scary to useful
• Becoming more intentional
• Follow up in a meaningful way
• Informs professional development and State DBDM
Capacity Building Tool

- Taxonomy for Transition Programming
- Evidence-based
- Provides a roadmap through the institute towards goal setting
Taxonomy for Transition Programming 2.0

**Student-Focused Planning**
- IEP Development
- Planning Strategies
- Student Participation

**Family Engagement**
- Family Involvement
- Family Empowerment
- Family Preparation

**Student Development**
- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

**Program Structures**
- Program Characteristics
- Program Evaluation
- Strategic Planning
- Policies and Procedures
- Resource Development and Allocation
- School Climate

**Interagency Collaboration**
- Collaborative Framework
- Collaborative Service Delivery
Q & A (panel style)
How can we help?
Helpful Resources

Taxonomy for Transition Programming 2.0

NTACT Evaluation Toolkit

NSTTAC Team Leader Toolkit
Have Questions? Contact us – Really!

• Idaho
  – Alison Lowenthal: Alison.Lowenthal@vr.idaho.gov
  – Kendrick Lester: klester@sde.idaho.gov

• Utah
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  – Deanna Taylor: deanna.taylor@usu.edu
Have Questions? Contact us – Really!

• Rhode Island
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• Arkansas
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Have Questions? Contact us – Really!

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