Putting the pieces together to build local capacity:
Interagency collaboration, Pre-ETS/IDEA and Family Engagement
Our Time Together

• Discuss EBPs related to:
  – Student and family engagement
  – Leveraging Effective Interagency Collaboration
  – Implementing Transition Services/Pre-ETS

• Identify challenges related to scale-up and capacity
• Strategize possible solutions and hear about resources to support efforts
• Plan and identify action steps
• Complete evaluation
It’s Not About Us
But, it is Inclusive of Us, and.........
…..Requires Effective Strategies and Practices.
Transition Today Requires

• Earlier engagement and increased collaboration of agencies
• Increased understanding of individual and joint responsibilities
• Improved coordination and implementation of required transition services/pre-employment transition services
• Increased expectation for positive student outcomes
Common Challenges

• Developing effective partnerships
• Creating consistency of services statewide
• Ensuring staff and financial capacity to meet demands
• Ensuring all students exit school with paid work experience
Responding To the Needs

• Building the infrastructure/framework
• Identifying EBPs
• Developing shared messaging
• Creating Consistency in practice
• Incorporating evaluation and data based decision making
What Procedures Promote Change?

- Use of data for decision-making
- Having clearly defined outcome objectives
- Give priority to evidence-based practices
- Systems oriented

*Source*: Sugai, Horner, Fixen, & Blasé, 2010
How Long Does it Take to Implement Evidence-Based Practices (EBP)?

- **First Experiment:**
  - Vitamin C decreases Scurvy
  - 368 Years

- **Effective Intervention:**
  - Without implementation team: 17 Years
  - With implementation team: 3 Years

*Source: Fixsen, Blasé, Timbers, & Wolf, 2007*
Change Takes TIME!

Implementation Stages

2 - 4 Years

- **Exploration**
  - Assess needs
  - Examine innovations
  - Examine Implementation
  - Assess fit

- **Installation**
  - Acquire resources
  - Prepare organization
  - Prepare implementation
  - Prepare staff

- **Initial Implementation**
  - Implementation drivers
  - Manage change
  - Data systems
  - Improvement cycles

- **Full Implementation**
  - Implementation drivers
  - Implementation outcomes
  - Innovation outcomes
  - Standard practice
Assessing Evidence-Based Programs and Practices

Need
- Need in school, district, state
  - Academic & socially significant issues
  - Parent & community perceptions of need
  - Data indicating need

Fit
- Fit with current initiatives
  - School, district, state priorities
  - Organizational structures
  - Community values

Capacity
- Staff meet minimum qualifications
- Able to sustain Imp. Drivers
  - Financially
  - Structurally
- Buy-in process operationalized
  - Practitioners
  - Families
  - Agency

Capacity to Implement

Readiness
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- How well is it operationalized?
- Are Imp Drivers operationalized?

Intervention Readiness for Replication

Evidence
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or effectiveness

Resource Availability

EBP:

5 Point Rating Scale:
High = 5; Medium = 3; Low = 1.
Midpoints can be used and scored as a 2 or 4.

<table>
<thead>
<tr>
<th>EBP</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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<tbody>
<tr>
<td>Need</td>
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<tr>
<td>Fit</td>
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<tr>
<td>Resources Availability</td>
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<td>Evidence</td>
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<td>Readiness for Replication</td>
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<td>Capacity to Implement</td>
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Total Score:

© National Implementation Research Network 2009
Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zach, and Joan Smith at the University of Maryland
How to Build on What We Have Know and Have Learned
Core Elements of Scaling Up

- Leadership and Commitment
- Family Partnerships
- Coaching and Professional Development
- Evidence Based Practices
- Team Based Implementation
- Data Based Decision Making
Develop a Transition Framework

• Exists to provide structure and direction on preferred process
• Provides guidance, yet maintains flexibility
• Customizable to individual communities
• Implemented with Fidelity
Transition Framework Continued

• Develops a shared understanding of those predictors and practices that have been found through research to impact student outcomes

• A replicable framework provides school teams throughout the state a customizable structure that can be used to build effective and efficient transition programs that prepare students with disabilities for paid employment. It helps create a seamless transition process.
A Transition Framework

Intervention or essential elements of the model designed to address challenges of youth transition

• System linkages and collaboration
• Individualized student planning
• Family Engagement
• Coordination and systematic delivery of services
• Data Based Decision Making
Essential Element – Interagency Collaboration
Leveraging Effective Collaborations

- The new environment of transition and employment policy requires agencies to work better together.
- Leveraging effective collaborations with partner agencies will improve services and outcomes for youth.
What we Know About the Impact of Interagency Collaboration

- Key component and “best practice” in secondary transition programming (Landmark, Ju, & Zhang, 2010)
- Predictor of positive post-school outcomes for students with disabilities (Test et al., 2009)
- A clear, purposeful, and carefully designed process (Rowe et al., 2014)
- Requires communication across agencies and programs (Mazzotti & Rowe, 2015)
- Collaboration with a focus on purpose and outcomes (Fabin & Luecking, 2014)
# Five Levels of Collaboration

<table>
<thead>
<tr>
<th>Networking</th>
<th>Cooperation</th>
<th>Coordination</th>
<th>Coalition</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aware of organization</td>
<td>• Provide information to others</td>
<td>• Share information &amp; resources</td>
<td>• Share ideas</td>
<td>• Shared membership</td>
</tr>
<tr>
<td>• Loosely defined roles</td>
<td>• Somewhat defined roles</td>
<td>• Defined roles</td>
<td>• Share resources</td>
<td>• Frequent communication</td>
</tr>
<tr>
<td>• Little communication</td>
<td>• Formal communication</td>
<td>• Frequent communication</td>
<td>• Frequent, prioritized communication</td>
<td>• Mutual respect</td>
</tr>
<tr>
<td>• Independent decisions</td>
<td>• Some shared decisions</td>
<td>• Decisions made by all members</td>
<td>• Decisions made by all members</td>
<td>• Consensus in decisions</td>
</tr>
</tbody>
</table>

- Networking: A level where the organization is aware of each other, roles are loosely defined, and there is little communication and independent decisions. Members only provide information to others as needed.
- Cooperation: A level where roles are somewhat defined, there is formal communication, and members share information and resources. Decisions are made by a few members.
- Coordination: A level where roles are defined, there is frequent communication, and members share ideas and resources, with some shared decisions. Decisions are made by all members.
- Coalition: A level where roles are very defined, there is frequent prioritized communication, and members share ideas, resources, and decisions.
- Collaboration: A level where members work together as a shared membership, with frequent communication and mutual respect, leading to consensus in decisions.
Essential Program Characteristics: Interagency Collaboration

- Develop wide reaching state collaborative team
- Develop and implement interagency agreement
- Establish and communicate a common vision/message
- Coordinate the development of policies and procedures for service delivery and sharing of resources
- Develop an organizational structure
- Develop and Implement a statewide plan aligned with the Transition Framework
- Promote shared decision-making.
- Clarify roles and responsibilities of each team member
Your Turn

• What lessons have you learned?

• Advice for others
Identify effective practices to scale-up interagency collaboration at local level

What is your next action?
What is one strength of your current interagency collaboration work at the local level?

What is one priority that you identified you want to expand statewide?
Interagency Collaboration Resources from States and then TA Centers

• Levels of Collaboration
• Interagency Agreement- Local Level
• CIE Toolkit- Interagency Collaboration
• Share State Resources
• What additional resources are needed?
COFFEE BREAK
Essential Element – Family Engagement

Connecting home and school makes us a great community of learners!
Leveraging your Engagement of Families and Students

Building your capacity to engage families and students as partners will improve transition planning and employment outcomes.
Impact of Family Engagement

Students with one or more parents who participated in the IEP meetings during the 11th and 12th grades were more likely to be engaged in post-school employment (Fourqurean et al., 1991).

Students with parents who had **HIGH EXPECTATIONS** were more likely to be engaged in PSE and employment (Doren, Gau, & Lindstrom, 2012; Chiang, Cheung, Hickson, Xiang & Tsai, 2012)
Define “Family Engagement”

“There is no greater impediment to the advancement of knowledge than the ambiguity of words.”

*Thomas Reid – Scottish Philosopher*

- What are you trying to accomplish?
- What role do families play?
- Set boundaries but remember it’s a 2-way street – needs to satisfy dual needs
Essential Program Characteristics: Family Engagement

- Define what effective family engagement looks like
- Provide professional development
- Prepare families for transition to transition
- Establish high expectations
- Engage by including in specific tasks
Lessons Learned

• Partnering with families should be a core ethic of schools and agencies
• Providing professional development on effectively partnering with families.
• Holding schools and agencies accountable to this expectation.
• Creating high expectations as a common ground to start
• Ensuring focus of efforts are on the student identifying and reaching their goals
Your Turn

• Discuss how you are currently partnering families at state and local levels

• How does partnering with families improve collaboration and coordination of transition services?
• Identify action steps you want to implement to improve family partnerships

• Identify partners that might be able to help you implement the above action steps.
Sharing

• What is one strength of your current efforts in partnering with families?

• What action will you take to increase your partnerships with families?
Family Resources from States and then TA Centers

• State Resources
• What additional resources are needed?
Essential Element – Coordinated and Systematic Delivery of Services
Impact of Coordinated and Systematic Delivery of Services

When students with disabilities access collaborative services during high school, they are more likely to experience positive postschool outcomes (Luecking & Luecking, 2015; Wehman, 2014; Test, Mazzotti, et al., 2009).

The most effective teams work to achieve a direct outcome for youth served, rather than simply coordinate a “hand off” to the next available post-secondary service (Luecking & Luecking, 2015; Fabian & Luecking, 2014; Simonsen, Fabian, & Luecking, in press).
Pre-Employment Transition Services

• Provided in collaboration with state and local education agencies

• Designed to be an early start at job exploration and should enrich, not delay, transition planning, application to the VR program, and the continuum of vocational rehabilitation services

• Must be made available Statewide
IDEA: Transition Services

- coordinated set of activities
- results-oriented process focused on improving academic and functional achievement
- facilitates movement from school to post-school activities
- based on individual needs, considering strengths, preferences, and interests
Strategies to Build Capacity

• Conduct asset/resource mapping
• Solicit input from stakeholders
• Identify gaps and needs
• Identify methods for delivery of services provided by school, VR and contracted providers
• Develop policies and procedures
• Define roles and responsibilities
• Schedule regular time for planning, developing and measuring progress and effectiveness
• Establish joint training and professional development
Needs Assessment Process

• Identify Data Sources – I-1&2, I13, I14, SSIP/SiMR, VR data, conference/training evals, needs assessment instruments, policies, qualitative data, professional knowledge

• Identify strengths and gaps

• Prioritize for specific content, audience, approach
Infrastructure Analysis: Resource Mapping

• Evaluate what you currently have and need
• Identify new resources
• Insure all youth have access to the resources they need
• Avoid duplication of services and resources
• Cultivate new partnerships and relationships
• Provide information across agencies that work with youth
• Encourage collaboration
Define a Systematic Flow of Services

• Seamless transition is a sequential delivery of coordinated services
• Critical components include intentional activities to assess and build career interests
• Services also include academic instruction
• A coherent transition services model include research-supported interventions, allows for a more clearly defined pathway to employment
<table>
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<th>School Years</th>
<th>Middle School</th>
<th>Freshman Year</th>
<th>Sophomore</th>
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<th>Senior Year</th>
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Establish Cross Agency Professional Development and TA

- Needs Assessment using existed/collected data
- Identify state level PD systems and structures
- Blending Agency Formal and Informal PD
- Evaluation of effectiveness and impact
Measuring Progress and Effectiveness

• Continuous Quality Improvement and data based decision making
• System level (State and Local)
• School level
• Student level (IEP, IPE, ILP)
Your Turn

• What initiatives are you currently working to scale-up?

• What are the challenges in developing coordinated and systematic delivery of services?

• What are the challenges in developing coordinated and systematic delivery of services?
Identify a strategy that would help to scale up and support service coordination
Sharing

• What lessons have you learned?

• Advice for others
Coordinated and Systematic Delivery of Services

- State resources
- What additional resources are needed?
Invites You to…

- Explore our website: [www.transitionta.org](http://www.transitionta.org)
- Sign up for our listserv: [http://uncc.surveyshare.com/s/AYASDJAJ](http://uncc.surveyshare.com/s/AYASDJAJ)
- Follow us on Facebook: [@transitionta](http://facebook.com/transitionta)
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