Sustaining the Work at the Local Level – Creating Systems that Build Capacity

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Pre-Workshop • Tuesday, May 7th, 2019

Lakeshore 3, Hilton University Place • Charlotte, NC
Purpose and Outcomes

Purpose
Learn about and share strategies for moving statewide planning efforts to the local level

Intended outcomes
Participants will:
• gain knowledge about effective procedures that promote systems-change at the local level;
• learn about professional development and technical assistance to support implementation of evidence-based and promising practices; and
• receive information on national and state resources and tools for building capacity at the local level
Who’s in the room?
NTACT’s Purpose

To assist

• State and Local Education Agencies
• State Vocational Rehabilitation Agencies, and
• Vocational Rehabilitation Local Offices to:

  implement evidence-based and promising practices (EBPP) ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.
Context for Improving Practice

Factors

- Federal policy (e.g., IDEA, WIOA, Rehab Act, ESSA, Perkins...)
- State and local policy
- Community
- Effective practices
IDEA Purpose

The purposes of this title are:
(1)(A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;...

[Page 118 STAT. 2651]
Rehabilitation Act Purpose

“(2) to maximize opportunities for individuals with disabilities, including individuals with significant disabilities, for competitive integrated employment;”

[Page 208  STAT. 1632]
Rehabilitation Act Purpose (cont.)

“(5) to ensure, to the greatest extent possible, that youth with disabilities and students with disabilities who are transitioning from receipt of special education services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and receipt of services under section 504 of this Act have opportunities for postsecondary success.’

[Page 208 STAT. 1632]
Understanding the new transition environment

• Rehabilitation Act, as amended by WIOA(2014) expands services to student with disabilities
• Pre-employment transition services (Pre-ETS) are designed as early start at job exploration for students with disabilities
• Maximize potential for all students with disabilities to achieve Competitive Integrated Employment
Get away from Silos – work towards collaborative impact
Interagency Collaboration
Key Component in Secondary Transition
What we know about 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)
Building a Structure Around Your Collaboration
Planning for sustainability

What new opportunities have you leveraged at the state level to support capacity at the local level?
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
What procedures promote change?

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

*Source: Sugai, Horner, Fixen, & Blasé, 2010*
Systems-oriented

• Determine the capacity of the current state system to **support improvement** and **build capacity** in LEAs to **implement**, **scale up**, and **sustain** evidence-based practices to **improve** results for youth with disabilities.
Stakeholder involvement

• Who needs to be at the table?
• What’s at “stake”? 
• Engaging partners and collaborators 
• The work of interagency collaboration 
• Building buy-in
Secondary transition team structures

• State-level
• Inter- and intra-government councils
• IHE-led
• Regional/broader implementation team(s)
• District- and school-level
• Other...
Stakeholder involvement and mechanisms for collaboration

• Who’s involved? Structural composition? How did you do it?
• Barriers/challenges?
• Successful models?
Systems-level analysis with stakeholders
Assess the need – identify the gaps

• Infrastructure analysis
• Needs assessment
• Continuous improvement and data-based decision making models
• Leveraging current initiatives
The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:

<table>
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<th>5 Point Rating Scale:</th>
<th>High</th>
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<th>Low</th>
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<td>Capacity to Implement</td>
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Need in school, district, state
- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Capacity to implement
- Staff meet minimum qualifications
- Sustainability
- Staff Competencies
- Organization
- Leadership
- Financial
- Buy-in process operationalized
- Practitioners
- Families

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

Readiness for Replication
- Qualified person
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized
- Staff Competency
- Org. Support
- Leadership

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

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Adapted from work by Laurel J. Klee, Michelle Zabel, Albert A. Zachar, and Joan Smith (2007)

Systems-level analyses

Ideas for improvements state partners have made to interagency partnerships at the State level to support the implementation of evidence-based practices at the Local level
Systems-level analyses – your turn

What improvements need to be made to interagency partnerships at the State level to support the implementation of evidence-based practices at the Local level?
What procedures promote change?

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

Source: Sugai, Horner, Fixen, & Blasé, 2010
Theory of Action for Improving Secondary Transition

**Improving Transition Programs & Services to Positively Impact Results and Compliance for Indicators 1, 2, 13, and 14**

**IF WE:**
Strengthen the partnership between DOE, offices of Special Education, CTE, VR, and other partners

**THEN WE CAN:**
Crosswalk current ED/VR initiatives with WIOA

**BY:**
Using data to evaluate implementation of predictors of post-school success and evidence-based practices

**IN ORDER TO:**
Strengthen [State] mechanisms for delivery of technical assistance and professional development

SO WE CAN prioritize and focus on achievable and meaningful goals in the areas of secondary transition in both urban and rural areas that will:

A. improve secondary transition programs by implementing predictors of post-school success and evidence-based practices to increase the number of students with disabilities receiving high quality transition services;
B. increase student participation in VR programs that provide Pre-Employment Transition Services;
C. increase the number of students applying for and attending postsecondary education programs; and
D. increase student participation in work-based learning experiences.
Data-based decision making

Thoughts from your state colleagues on improvements made to state systems for data collection, analyses, and use
Data-based decision making – your turn

What improvements need to be made to your systems for collecting, analyzing and using data to build capacity at the local level?
Before developing the plan...

What strategies have you found successful for developing a plan to drive improvement and build capacity at the local level?
Effective Feature of Professional Development

- Specific Content Relevant to Practice/Needs
- Team/Cohort training; Learning Communities
- Active Learning During PD/TA
- Practice, Coaching & Feedback
Professional Development & Technical Assistance – Your Turn

What improvements need to be made to your PD and TA systems to build capacity at the local level to improve transition programs and services?
Professional Development: Learning from the Best
How to Apply it to Transition

Figure 1

PROFESSIONAL DEVELOPMENT CYCLE

- Design Needs Assessments
- Evaluation & Improvement (ongoing)
- Share PD Learning
- PD Implementation
- Resources
- PD Content, Process Activities
- Best Practice Research (ongoing)

Stakeholders

SEA & VR Transition PD Goals

LEA & VR Transition Goals

(Hassel, 1999)
ID Stakeholders

• State-level personnel (Ed & VR)
• Local-level practitioners (school/district Ed & VR)
• Other agency personnel (CILs, DD, PTI, etc.)
• IHE instructors/faculty
• Consultants
• State & Regional PD staff (cross-agency)
Small Group

• **Who** is responsible for planning and coordinating TA/PD?
  – SEA, VR, Regional system, Center, others?

• **Who else** do you need to get on our team?

• **What** are strategies to invite them to participate?
Needs Assessment Process

• **Identify Data Sources**
  – I-1&2, I13, I14, SSIP/SiMR, VR data, NTACT Transition Tool goals, conference/training evals, needs assessment instruments, policy review, qualitative data, professional knowledge

• **Identify strengths and gaps**

• **Prioritize** for specific content, audience, & approach

• Develop a **multi-year plan** for addressing gaps
Data Resources

• NTACT Transition Program Planning Tool http://transitionprogramtool.org
• Predictor Implementation Self-Assessment
  http://transitionta.org/sites/default/files/postsecondary/Predictor_Self-Assessment.final_08_10_15.pdf
• Quality Indicators of Exemplary Transition Programs (QI-2)
  http://transitioncoalition.org/qi-survey-introduction
• RSA TA Centers Needs Survey
• VR data and input from the State Needs Assessment
• Indicator data and input from IEP review processes
• CEC Transition Standards - http://community.cec.sped.org/dcdt/cec-transition-standards
• Professional knowledge/input: conference evaluations, discussions, focus groups, common questions during trainings, etc.
Past Examples from States

- **ND:** quarterly data collection & analysis with local intensive district, including use of fidelity protocol
- **AR:** Statewide survey to assess strengths and needs across 8 transition areas
- **NV:** *NTACT Predictor Self-Assessment* with practitioners in different regions; conducting follow-up calls with some of the participants to measure their sense of self-efficacy as a result of the PD.
- **VA:** *I-13 data review* - rural middle school teachers needed training on MPG, assessment & including students & families
Your Turn

• **How** are professional development needs determined?

• Do you need to use a formal system to identify state/local needs?
  – Is it determined based on SEA/Agency priorities (e.g., new transition forms, new policies/procedures with VR, etc.)
  – What are LEA priorities/priority areas?
Meeting the Needs

the WHAT

the HOW
• **State level systems and structures in place**
  – website, interagency team, statewide institute, online modules, coursework/certificates, other
  – Coordination among systems (SEA, VR, PTI)

• **Regional systems and structures in place**
  – regional PD & TA systems; regional mentors, practitioner groups, etc.
  – Coordination among regional systems

• **SEA/VR support for LOCAL systems**
  – local CTTs; LEA building mentors, study groups

• **Coordinating Local PD** with other initiatives that include feedback and continuous improvement

Examples of Effective Elements of PD...

- **Access Online PD through NTACT + Follow up Discussions/Action Planning with LEA teams**
  - CBI Webinar, Ask the Experts, NTACT PPT trainings, LERN, Self Study

- **Replicate CBI for LEAs in the State** (thematic presentations & action planning)

- **COP/Regional Meetings for Sharing Resources:**
  - Procedural documents & materials, videos, voice-over PowerPoint

- **Offering Regional Workshops + Online/Distance Follow up**
  - Information, practice, activities, resources, how to, planning

- **Site visit Train-As-You-Review** IEPs, action plans, etc.
Examples of State PD to Scale up EBP

• State and local interagency teams
• Regional networks of training and TA
• LEA transition mentors/liaisons Parent transition liaisons
• State transition institutes + post-institute follow up
• Communities of Practice
• Training + Distance follow up (phone, online)
• Online modules, seminars, video trainings

Tier 1 Resources

**Online Modules**

**Teaching Materials**

**NTACT Lesson Plan Starters**

**Webinars**
Tier 2: Targeted PD

ENGAGE
Watch and LERN from the video below. Take notes and jot down ideas on the Study Guide to prepare for the Q&A after the video!

LERN
Response Prompting to Teach Employment Skills
Dawn A. Kowal, Ph.D.
Research Assistant Professor, National Technical Assistance Center
University of Oregon
National Technical Assistance Center

NETWORK
General Content Questions
Does anyone have any suggestions on how to work with a student who is so prompt bound that they don’t respond unless told to do so? We have a student that we KNOW can do the tasks with little or no intervention. But, she has been so heavily 1-1 supported in the past, that she makes it almost impossible to work with her on developing independence. We have tried several things, but the one that we have found most successful to date is to sit by a mirror and turn away from her but watch her via the mirror. If... Read more

2 months 7 days ago

REFLECT
Start
Think about what you have LERNed. Your ideas will be shared with the rest of the group so you can help each other with the strategies.

Directions
Identify your next steps for implementing strategies. Consider challenges you will face when implementing these steps.
Think about the type of help and resources that you will need to be successful.

Action
Identify one or two next steps you will take based on what you have LERNed.

What do you foresee as your biggest challenge to implement your next steps?

Some students like this also, I am not sure how to undo many years of prompt training.

2 months 6 days ago

Valerie Mazzotti
Embedding visual prompts and jigs are a great idea. It sounds like you have changed the types of response modalities for this particular student. In addition to varying the response modes, you should collect data to determine if these types of modes are effective. This will allow you to determine which mode is most effective. Related to using response prompting with this particular student, you may need to implement a system of reinforcement along with the prompting system to reinforce the student as you begin to fade the prompts. Additionally, if the student still has 1-1 support, you will need... Read more
Tier 3 Intensive PD
Transition Coalition Self-Study

Self-paced PD for building teams
• Learn content
• Apply new learning
• Identify needs
• Develop & implement action plans

Multiple Units
• IDEA & Secondary Transition
• Transition Assessment (offered Fall 2017!)
• Student Involvement & Self-Determination (hope to offer in Spring 2018)

Support for Team Facilitators
• TC staff
• SS Facilitator Community
• Email/phone call support
• Video presentations/tutorials

Embedded evaluation

“What we accomplished has changed our way of thinking and provided us with a new way of approaching the development of transition plans.”
Small Group: Your Turn

• How do you deliver PD/TA?
  – Workshops/seminars, Curriculum/instructional materials, Vignettes, videos, Student products/portfolios, Online opportunities, Other

• What resources do you have for providing ongoing professional development?
  – Staff, TA Centers, RRCs, IHEs, SIGs/SPDGs, online resources...
Evaluating PD and TA

Helps answer these questions:
- How is our target audience benefitting?
- Are we reaching our target audience?
- Is the content meeting the need? What should be changed?
- What new needs have been identified?
- What changes should be made to the PD system? (What should we keep? Let go?)
- Are we improving outcomes?
Small Group - Your Turn

• Describe your system of evaluation for PD/TA

• What does it “look” like?
  – How do you evaluate the “effectiveness” of your PD? Qualitatively? Quantitatively?

• Spend 5-10 minutes reviewing the Transition Fidelity Assessment

• Share out...
Takeaways, questions, next steps

Identify (1) thing you can take back to your...

- team planning time
- classroom
- school
- district
- agency
- colleagues
NTACT Invites You to…

- Explore our website:  [www.transitionta.org](http://www.transitionta.org)
- “Like” us & follow us on Facebook:  [transitionta](http://transitionta)
- …and on Twitter:  [@transitionta](http://transitionta)
- …and on Pinterest:  at [transitionta](http://transitionta)
- Contact us:  ntactmail@uncc.edu
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