

*Putting the pieces together **to build local capacity:***

Interagency collaboration, Pre-ETS/IDEA and Family Engagement



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WELCOME!





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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





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It's Not About Us.....





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But, it is Inclusive of Us, and.....





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.....Requires Effective Strategies and Practices.





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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





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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





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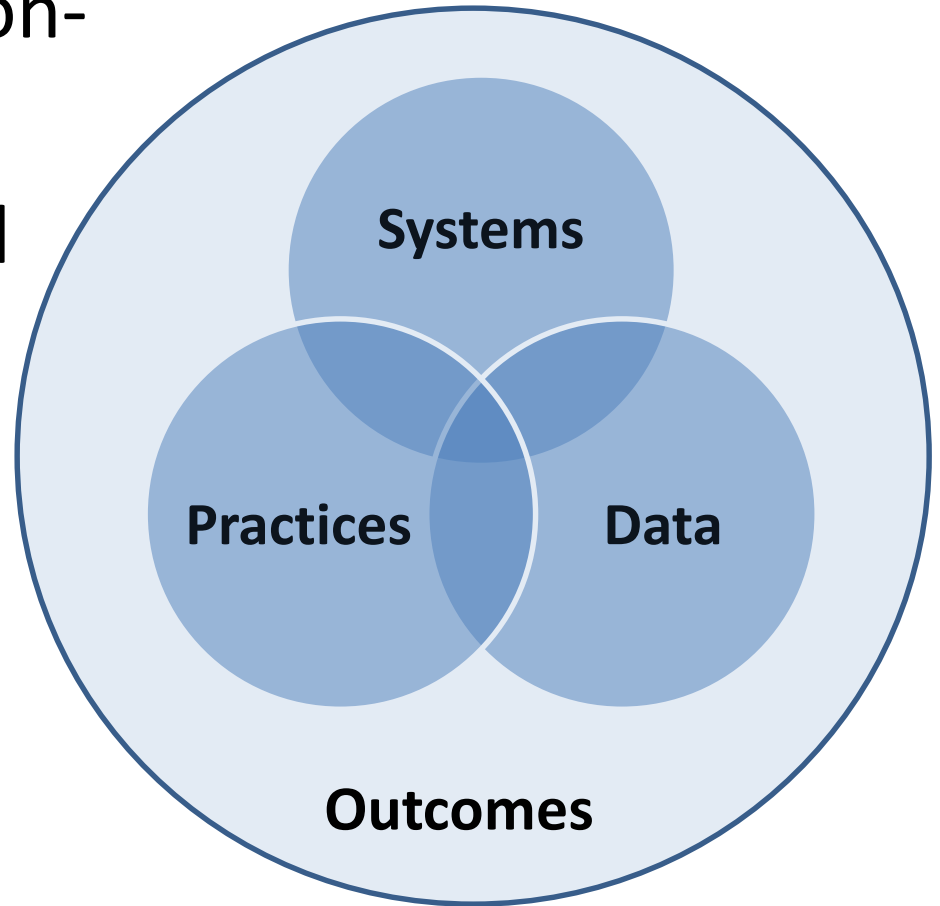
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Responding To the Needs

- 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





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How Long Does it Take to Implement Evidence-Based Practices (EBP)?

368 Years

First Experiment:

Vitamin C
decreases
Scurvy

17 Years

Effective
Intervention with
NO
implementation
team

3 Years

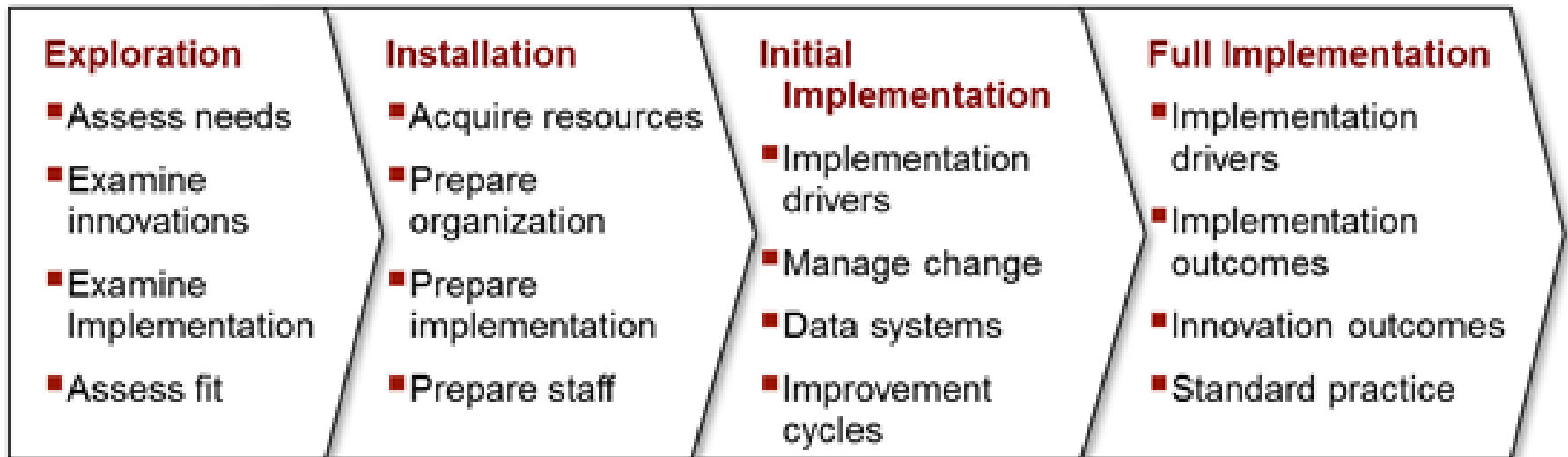
Effective
Intervention
WITH
implementation
team

Source: Fixsen, Blasé, Timbers, & Wolf, 2007

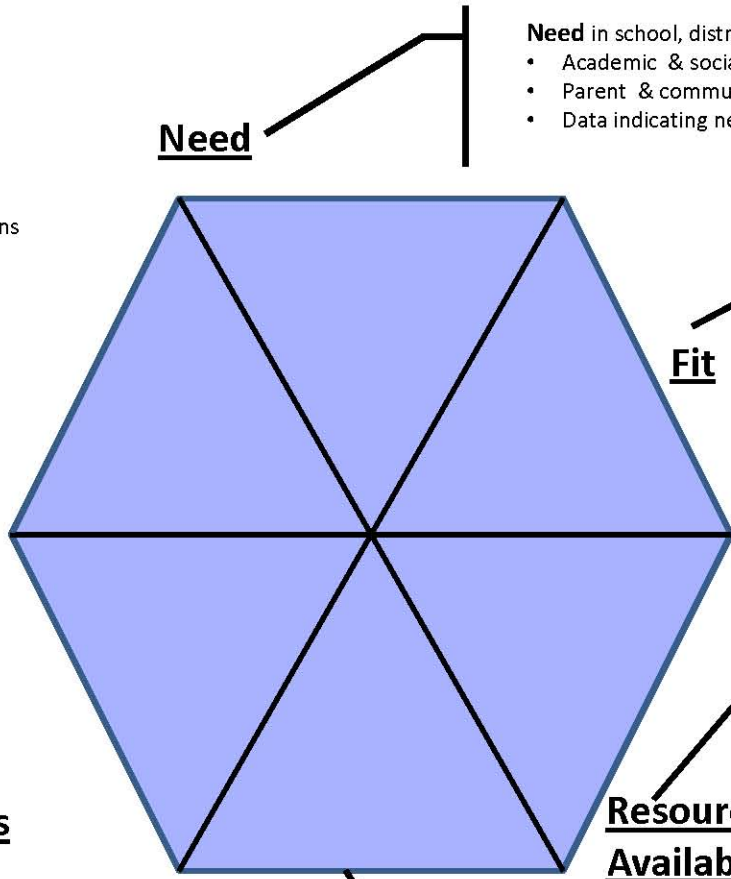
Change Takes TIME!

Implementation Stages

2 - 4 Years



Assessing Evidence-Based Programs and Practices



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

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

- Resources** and supports for;
- Curricula & Classroom
 - Technology supports (IT dept.)
 - Staffing
 - Training
 - Data Systems
 - Coaching & Supervision
 - Administration & system

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

- 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

EBP:	5 Point Rating Scale: High = 5; Medium = 3; Low = 1. <i>Midpoints can be used and scored as a 2 or 4.</i>		
	High	Medium	Low
Need			
Fit			
Resources Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score:			



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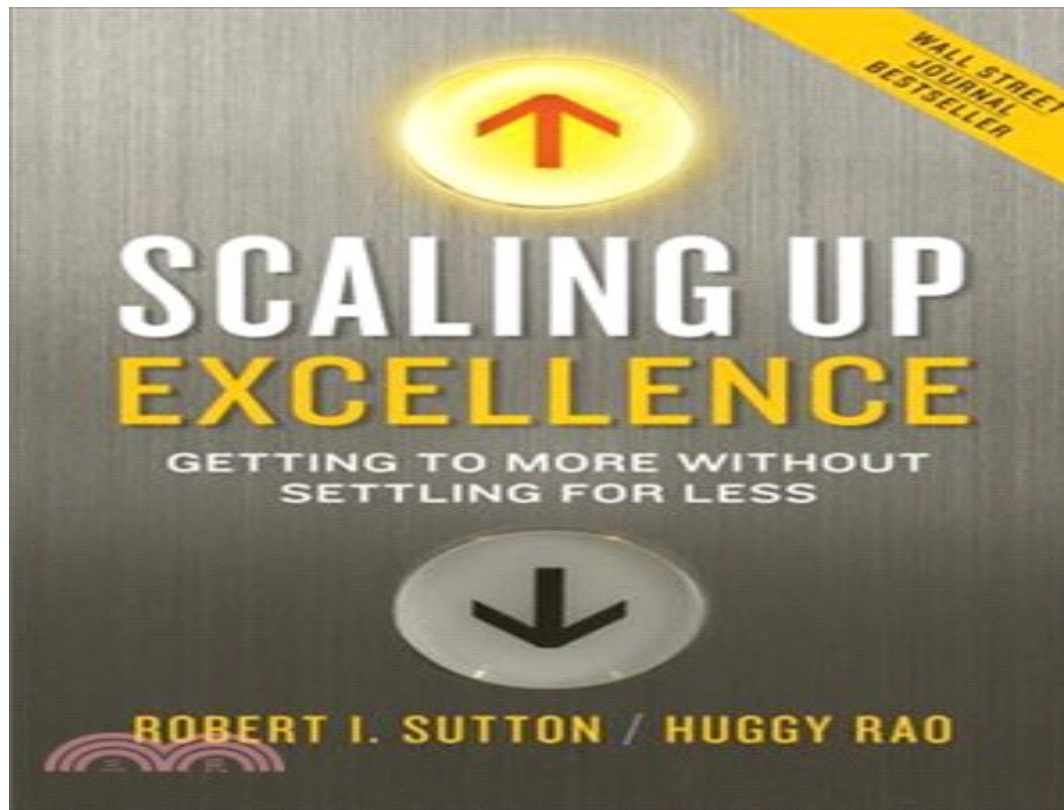
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How to Build on What We Have Know and Have Learned





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Core Elements of Scaling Up

- ✓ Leadership and Commitment
- ✓ Family Partnerships
- ✓ Coaching and Professional Development
- ✓ Evidence Based Practices
- ✓ Team Based Implementation
- ✓ Data Based Decision Making





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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





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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.





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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





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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.





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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)





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Five Levels of Collaboration

Networking	Cooperation	Coordination	Coalition	Collaboration
<ul style="list-style-type: none">• Aware of organization• Loosely defined roles• Little communication• Independent decisions	<ul style="list-style-type: none">• Provide information to others• Somewhat defined roles• Formal communications	<ul style="list-style-type: none">• Share information & resources• Defined roles• Frequent communication• Some shared decisions	<ul style="list-style-type: none">• Share ideas• Share resources• Frequent, prioritized communication• Decisions made by all members	<ul style="list-style-type: none">• Shared membership• Frequent communication• Mutual respect• Consensus in decisions





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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





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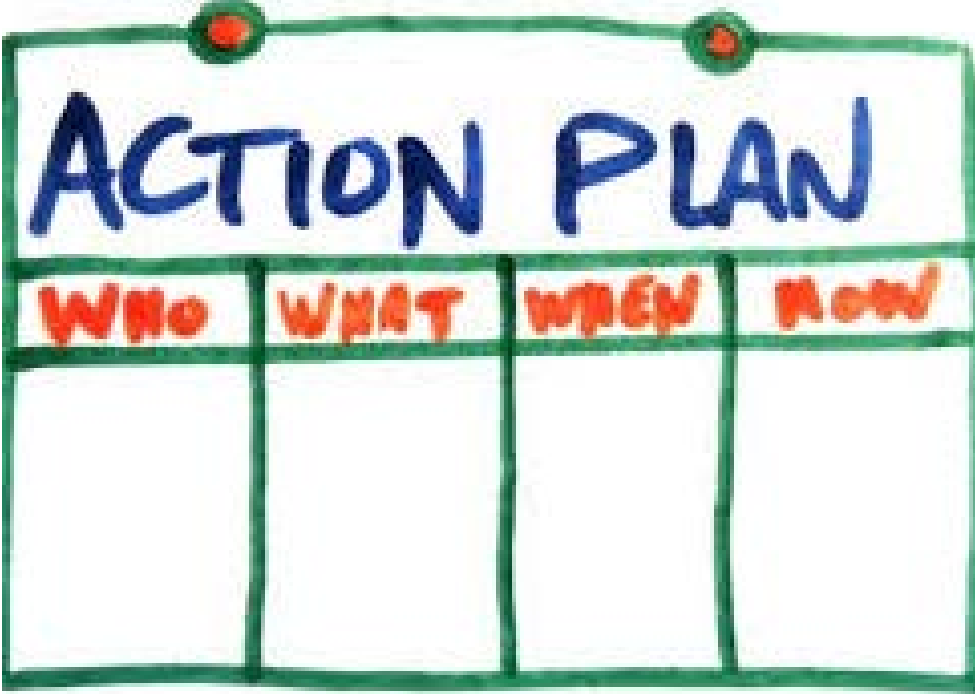
Your Turn

- What lessons have you learned?
- Advice for others



Identify effective practices to scale-up interagency collaboration at local level

What is your next action?

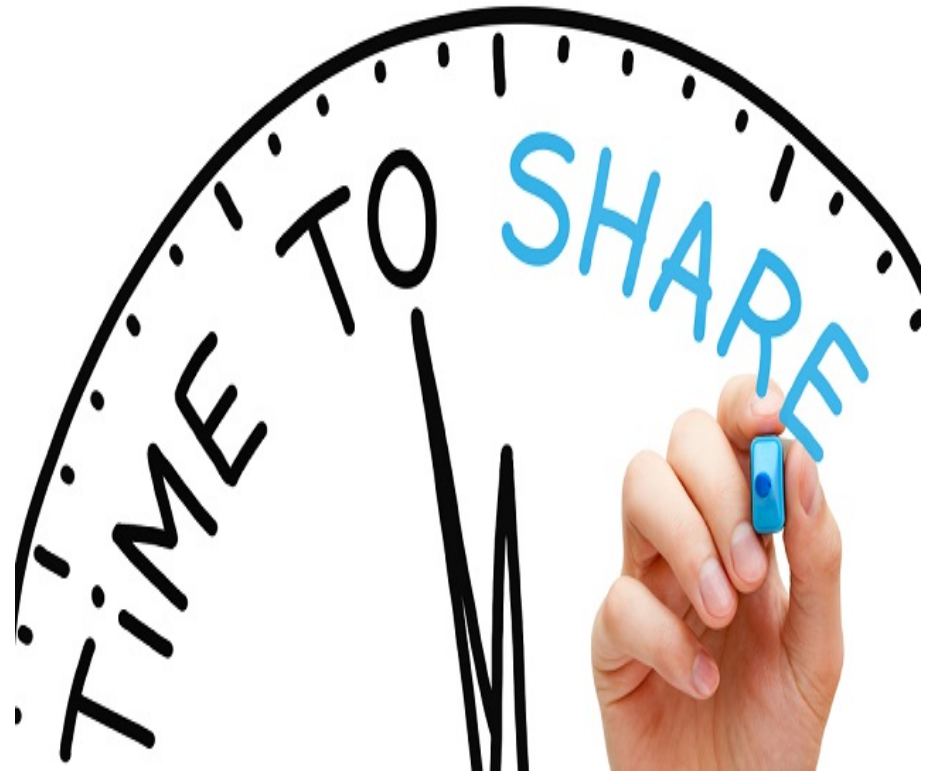


A hand-drawn diagram of an action plan. It features a green border with two red circular markers at the top. The title 'ACTION PLAN' is written in large blue letters across the top. Below the title is a table with four columns labeled 'WHO', 'WHAT', 'WHEN', and 'HOW' in red. The table has three rows, with the top row containing the column headers and the two rows below being empty for input.

WHO	WHAT	WHEN	HOW

Sharing

- 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?





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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





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Essential Element – Family Engagement





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Leveraging your Engagement of Families and Students

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





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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)





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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





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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





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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?



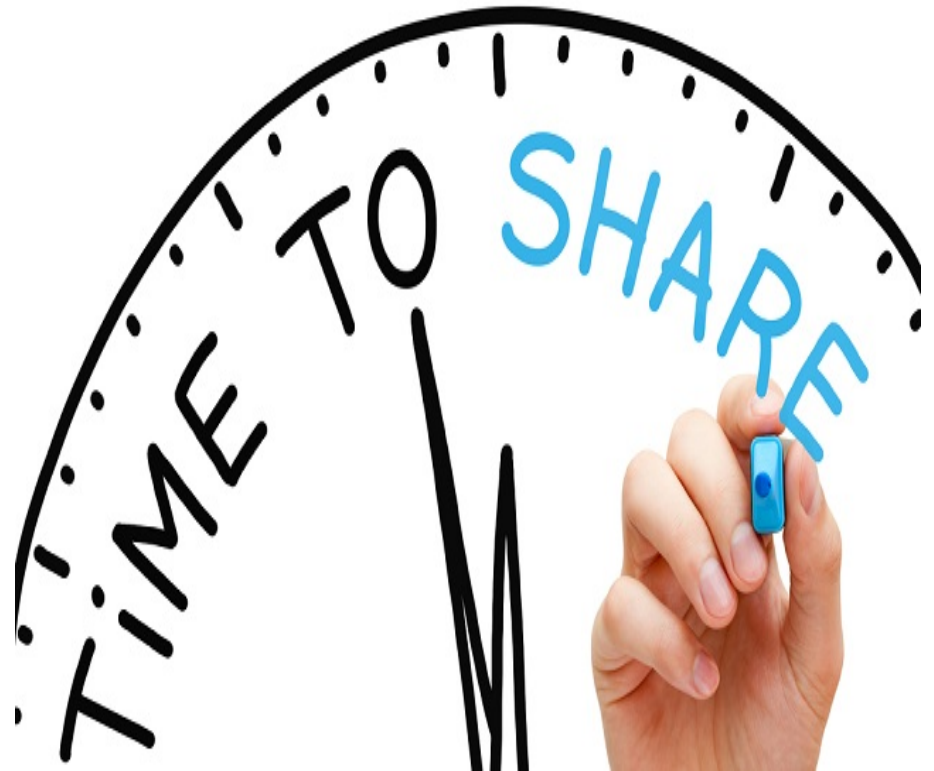
- Identify action steps you want to implement to improve family partnerships
- Identify partners that might be able to help you implement the above action steps.

A hand-drawn table titled "ACTION PLAN" in blue capital letters. The table has a green border and two red circular fasteners at the top. Below the title, the table is divided into four columns labeled "WHO", "WHAT", "WHEN", and "HOW" in red capital letters. The bottom two rows of the table are empty, providing space for entries.

ACTION PLAN			
WHO	WHAT	WHEN	HOW

Sharing

- What is one strength of your current efforts in partnering with families?
- What action will you take to increase your partnerships with families?





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Family Resources from States and then TA Centers

- State Resources
- What additional resources are needed?





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Essential Element – Coordinated and Systematic Delivery of Services





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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).





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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





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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





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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





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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



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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





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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



School Years	Middle School	Freshman Year	Sophomore	Junior year	Senior year	Post High School
Student Outcomes						
Student Services						
Role and Responsibilities VR						
Role and Responsibilities School						
Role and Responsibilities DD Agency						
Role and Responsibilities of CRP						
Role and Responsibilities Family						



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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





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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

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Sharing

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Coordinated and Systematic Delivery of Services

- State resources
- What additional resources are needed?








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