Interagency Transition Networks

Center for Change in Transition Services (CCTS)

Improving post-school outcomes for students with disabilities in Washington state

www.seattleu.edu/ccts

1

OSPI State Needs Projects

There are five state needs projects that are funded with IDEA state discretionary dollars. These projects collectively provide:

- Professional development at little to no cost to districts or participants (clock hours/credit hours available)

- Technical Assistance with IEP development, compliance, evaluation, planning, learning interventions, and assessment for students with disabilities

- Consultation and training for parents and families

The Five State Needs Projects

- [Center for Change in Transition Services (CCTS)](#)
- [eLearning for Educators](#)
- [Special Education Support Center (SESC)](#)
- [Special Education Technology Center (SETC)](#)
- [Washington Sensory Disability Services (WSDS)](#)

Let's Get Started

- Welcome

- Basic principles

- Establishing a shared vision

- Identifying stakeholders

- Establishing relationships

- Creating action plans

SEATTLE U

Interagency Transition Networks

- Create a comprehensive approach to serving individuals with disabilities at a regional/county level

- Encourage interagency collaboration

- Identify common directions

- Develop action plans

- Solve problems

- Create training and employment opportunities

SEATTLE U

Basic Principles

- Transition cannot be addressed by only one agency effectively
- Transition planning and activities should be coordinated across systems
- A vision for transition should follow a vision held by all stakeholders
- Transition planning is important for **all** students
- Collaboration takes time, effort, and requires involvement of all stakeholders

(Rous, McCormick, & Hallam, "Opening Doors to Success: A Review of Current Research to Support Quality Transition", 2005)

SEATTLEU

Purpose

- Improve transition services and outcomes for youth and families
- Share resources and agency updates
- Build capacity that leads to change
- Collect and analyze data to inform action planning
- Make informed decisions and sustain practice

("County Community on Transition (CCoT) Essentials", 2015)

SEATTLE U

Items to Address

- Determine who should be at the table
- Develop a shared vision
- Define scope of the group
- Identify shared needs
- Identify current issues and barriers
- Provide supports for collaboration, planning, and decision making
- Organization and Leadership

8

Who should be at the table?

- Community Members
- Families/individuals with disabilities
- Service providers
- Institutions of higher learning
- Employers
- Agencies
- Schools
- Others

SEATTLEU

Shared Vision

- Destination: Where are we going?

- Purpose: Why do we exist? What greater good do we serve?

- Values: What principles guide our decisions and actions?

(Stoner, 2014)

SEATTLEU

Scope of the Group

- What are your shared needs? Current issues and barriers
  - Examine your current realities in relation to your vision – what's working, what's not, and strengths and weaknesses
- Develop plans for collecting additional information to verify perceptions

(Stoner, 2014)

SEATTLEU

Supports for Collaboration, Planning and Decision Making

- Meeting norms

- Operation and participation

- Decision making process

- Priority setting and problem-solving strategies

- Identify tasks and people responsible

- Develop norms for follow through

Modified from Rous, McCormick, & Hallam, 2005

SEATTLE U

Organization and Leadership

- Consistent leadership (someone/persons take responsibility to send out agendas and minutes
- Consistent meeting times/dates (e.g. monthly, quarterly)
- Determined location (e.g. consistent location or rotating)
- Meaningful agendas – relevant topics, previous agenda reviewed, future agenda established
- All members are involved and participate (provide updates, ideas, discussion, etc.)

("County Community on Transition (CCoT) Essentials", 2015)

Communication

- What is the best method of communication outside of the meeting time?

- How will we report on progress?

- How will we discuss/communicate the work of this group?

- What is the leadership plan?

- How will we share and develop best practices?

SEATTLEU

Personal Commitments

- Put yourself in the vision

- Identify specific goals and actions for which you will take personal responsibility

(Stoner, 2014)

SEATTLEU

Final Thoughts

- This is just the beginning of the process for developing a robust ITN
- As the team grows in the collaborative efforts, so will the outcomes
- Keep your vision visible so decisions are focused on bridging the gap and fulfilling the vision

SEATTLEU

References

County Community on Transition (CCoT) Essentials [PDF]. (2015, April). Madison: Transition Improvement Grant, Wisconsin Department of Public Instruction. Retrieved from
https://www.witig.org/wstidata/resources/ccot-essentials-14april2015_1430324608.pdf

Rous, B., McCormick, K., & Hallam, R. (2005). *Opening Doors to Success: A Review of Current Research to Support Quality Transition* [PDF]. Lexington: National Early Childhood Transition Center. Retrieved from
http://www.hdi.uky.edu/nectc/Libraries/NECTC_About_NECTC/A_Review_of_Current_Research_to_Support_Quality_Transition.sflb.ashx

Stoner, J. L. (2014, January 21). How to Create a Shared Vision That Works [Web log post]. Retrieved from https://seapointcenter.com/how-to-create-a-shared-vision/

SEATTLE U

Additional Resources

Antosh, A. A., EdD, Blair, M., PhD, Edwards, K., MD, MPH, Goode, T., MA, Hewitt, A., MSW, Izzo, M., PhD, . . . Wehmeyer, M., PhD. (2013). *A Collaborative Interagency, Interdisciplinary Approach to Transition from Adolescence to Adulthood* [PDF]. Silver Spring: Association of University Centers on Disabilities (AUCD). https://www.aucd.org/docs/publications/transition2013_full_sm2.pdf

Noonan, P. M., PhD, Erickson, A. G., PhD, & Morningstar, M. E., PhD. (2012, August 21). *Effects of Community Transition Teams on Interagency Collaboration for School and Adult Agency Staff* [PDF]. Career Development and Transition for Exceptional Individuals. http://journals.sagepub.com/doi/pdf/10.1177/2165143412443083

Stodden, R. A., Ph.D., Brown, S. E., Ph.D, Galloway, L. M., M.Ed., Mrazek, S., & Noy, L. (2005, January). *Essential Tools: Interagency Transition Team Development and Facilitation* [PDF]. Minneapolis: National Center on Secondary Education and Transition. http://www.ncset.org/publications/essentialtools/teams/EssentialTools_Teams.pdf

Strategies that Work for Transition [PDF]. (2009, January). Orlando: Technical Assistance and Training System. http://www.tats.ucf.edu/docs/eUpdates/Transition-7.pdf

CCTS Contact

CCTS General Information

ccts@seattleu.edu

206-296-6494

www.seattleu.edu/ccts

@WACCTS on Facebook, Twitter, and Pinterest

SEATTLEU

Creative Commons License

- Except where otherwise noted, content in this presentation is licensed under a [Creative Commons Attribution 4.0 International license](). All logos and trademarks are property of their respective owners.

- You may share and adapt this material, but you must give appropriate credit, provide a link to the license, and indicate if changes were made.

SEATTLEU

OSPI Disclaimer

This training is meant to supplement, not supplant reading bulletins and accompanying documents; guidance from the U.S. Department of Education; chapter 392-172A WAC; Part 300 of the federal regulations; and, the Individuals with Disabilities Act.

This presentation and/or materials should be viewed and applied by users according to their specific needs. The presentation should be used as guidance and is not intended as legal advice.