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
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
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
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

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)
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
Who should be at the table?

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

• Put yourself in the vision
• Identify specific goals and actions for which you will take personal responsibility

(Stoner, 2014)
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
References


Additional Resources


CCTS Contact

CCTS General Information

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