Navigating the Road to Success: Expect, Educate, Empower, Employ

2015-16 PA Community of Practice (COP) Series
Making Connections with Local Transition Coordinating Councils (LTCCs)
March 23, 2016

The PowerPoint and handouts for today’s webinar can be downloaded from the www.secondarytransition.org website: under “Events” at the bottom of the page.

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PA Community of Practice on Transition
• The Pennsylvania Community on Transition is a group of various stakeholders from across Pennsylvania who work collaboratively to ensure appropriate transition outcomes for Pennsylvania youth and young adults.

PA’s Secondary Transition Website

PaTTAN’s Mission
The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Agenda

• Background of Local Transition Coordinating Councils
• Top 10 Tips from Berks County TCC
• Lessons from the Field
  • Allegheny County/City of Pittsburgh
  • MIU IV Tri-County
  • Blair County
• Strategies to build and sustain local transition collaboration
• Additional resources for starting or sustaining LTCCs
  • Carbon Lehigh
  • Barriers/Solutions/Takeaways

Background

Local Transition Coordinating Councils (LTCCs)

Presenter: Jacki Lyster

LTCC

• Originally required by federal law
• Primary purpose: To promote effective Transition
• Increase parent involvement
• Establish local coordination of services
• Identify local issues and suggest possible resolutions

LTCC

• Information sharing
• Employment connections
• Post Secondary Education & Training
• Independent Living
• Interagency connections
• Assessment sharing

• Parents
• Youth with disabilities
• Secondary and Post Secondary Education personnel
• Community agencies & Service providers
• Employment providers
LTCCs Across Pennsylvania

Local Transition Coordinating Councils.docx

LTCC

- Have a clear, shared vision in mind
- Don’t reinvent the wheel
- Be considerate of time, location
- Share the work
- Think Big!

Contact Information

www.pattan.net

Jacki Lyster
jlyster@pattan.net
610-878-7267

Commonwealth of Pennsylvania
Tom Wolf, Governor

Recommendations from BCTCC

Top 10 Tips for Growing and Maintaining Our Community of Practice for Transition

Presenters – Mary Mazzoni, Lynn Zale and Jaclyn Nagle

10 Top Tips

1. Shared Vision and Mission (Community of Practice)
2. Committee Structure and Bylaws
3. Rotating Leadership
4. Cross-Systems Representation on Committees
5. Collaborate and Build Relationships
6. General Meetings Focus on Hospitality, Networking and Presenters
7. Products, Programs, and Practices
8. Engage Youth, Families, and Businesses
9. Communication
10. The Money Thing

Mission and Shared Vision

Mission - To plan and facilitate the successful movement of students with disabilities from school programs to adult life.

Vision - Empowering students to plan and take action toward their future
Keeping Our Eyes on the Prize

• Rules and regulations change
• Funding dries up
• People retire or move on
• We keep our eyes on the prize and find another way

Dr. Joan Kester’s Dissertation Research

• Culture of Collaboration and “Can-Do” Spirit
• Focus on Youth and our Shared Mission
• Council Relationships:
  • Our core strength
  • Bridge gaps between systems
  • Help us leverage resources
  • Enhance skill/knowledge and ability to serve youth & families in our “day jobs”

Committee Structure

• Everybody contributes
• Choose a role and a committee based on interests, skills, and available time
• Committees include “cross-systems” leadership membership
• Rotating committee leadership
• Development of “how-to manuals” for use by future leaders/committee members

Rotating Leadership

• By Laws
• Three Co-Chairs
• Limited Terms
• Diverse membership
• Manuals for Committee

Collaboration

• Executive Committee and all Committees include representatives from diverse constituencies
• Each committee targets specific goals and brings in-kind resources from diverse systems to bear
• Relationship-building that supports our day to day work with students within each system
• Relationship building over time can result in financial and in-kind support for Council projects (example – Employability Expo)

General Meetings Focus on Hospitality, Networking and Presenters

• Personal Welcome
• Culture of Hospitality
• Brochure with Information about Committees
• Networking time in the middle
• Email list
Products, Programs and Practices

- Summer Work Experience & Assessment
- Employability and Transition Expo
- Academy Days
- ACT Now
- Transition House

Products - Examples

- Request for Intake Form
- Post-High School Survey
- Cross Systems Assessment
- Transition CD/Website
- BCTCC Website (BerksTransition.org)
- Transition Information Materials (Printed)

Using Data to Set Goals

- Survey of high school graduates
- Review data together
- Small groups focus on specific committee goals
- Executive committee coordinates efforts around common goals

Areas for Growth

- Relationships with Businesses
- Youth Leadership
- Parent involvement

Communication

- Language (Explain System-Specific Lingo)
- Getting Everyone to the Table
- Email list (transition updates for all members between meetings, one contact person)
- Committee Work
- Doodles, Surveys & Email Blasts
- E-Newsletter

The Money Thing!!

- For 20 years, BCTCC, as an un-incorporated entity, needed to partner with other organizations to administer contracts/grants, and/or received donations
- BCTCC is now a "component fund" of the Berks County Community Foundation (BCCF)
10 Top Tips

1. Shared Vision and Mission
   (Community of Practice)
2. Committee Structure and Bylaws
3. Rotating Leadership
4. Cross-Systems Representation on Committees
5. Collaborate and Build Relationships
6. General Meetings Focus on Hospitality, Networking and Presenters
7. Products, Programs, and Practices
8. Engage Youth, Families, and Businesses
9. Communication
10. The Money Thing

Contact Information
Berks County Transition Coordinating Council
Mary Mazzoni, BCIU
marmaz@berksiu.org
Lynn Zale, OVR
lzale@pa.gov
Jaclyn Nagle, AIM
aimcayc@abilitiesinmotion.org
www.BerksTransition.org

Lessons from the Field

✓ Midwestern Intermediate Unit IV: Tri-County Transition Council - Jon Weatherby
✓ Blair County Transition Council – Steve Lawson
✓ Allegheny County/City of Pittsburgh Transition Coordinating Council – Crystal Evans

MIU IV Tri-County Transition Council

Serves Lawrence, Mercer, and Butler Counties

Each county holds its own council meeting due to the unique needs of each geographical area

Lawrence and Mercer counties hold a Fall, Winter and Spring meeting

Butler county holds four meetings per year

Meeting agendas usually begin with a review of the TaC consultants monthly meeting minutes and materials to support agenda topics.
MIU IV Tri-County Transition Council

- MIU IV have conducted Student staffings since 1999.
- During these staffings, agencies are invited based on potential services they may provide.
- The staffings are held separately from student’s IEP meeting and usually occur between late fall and early Spring.

MIU IV Tri-County Transition Council

- The staffing closely follows the transition grid and discusses outcomes in Post Secondary Education, Employment, and Independent Living.
- Agencies discuss services specific to that student and their Post School Outcomes.
- Cases are opened (or dates and times are established).
- Testing that will be needed is discussed and planned.

MIU IV Tri-County Transition Council

- After all potential areas are discussed, an Action Plan is created for the remainder of the school year.
- Persons responsible for the action steps are determined and the plan is immediately put in place.

MIU IV Tri-County Transition Council

The Transition Council acts as a venue for the district transition coordinators and the agency staff to debrief and to discuss changes needed for the staffing process.

Also, at most meetings unique situations arise regarding services. These can also be shared at the council meeting to educate district staff.

MIU IV Tri-County Transition Council

It is a great opportunity for district staff and agency staff to interact and discuss information that is important for the development of the students post school plan.

Contact Information

Jon Weatherby
Midwestern Intermediate IV
jon.weatherby@miu4.org
Blair County Transition Council

Mission
The Blair County Transition Council was established in 1986 to service school-age special education students. Its mission is to establish programs and services that develop student independence in the areas of education, employment, health and medical care, home living, leisure activity, mobility, safety and self-advocacy.

Who and When?
The Council meets monthly during the school year. Seven School Districts, North Star Support Services, Southern Alleghenies Service Management Group, the Altoona Career and Technology Center, IU 8, The Office of Vocational Rehabilitation, and nine agencies form the core membership team.

Collaboration
Since its inception, the Council has developed a unique form of collaboration through the use of formal and informal inter-agency agreements. This collaborative model enables all agencies to service the disabled without repetition of services.

Overall Goal
The overall goal of the Transition Council is to enhance the quality of life for individuals with special needs in the areas of employment, employment training, social skills, parenting, health/medical, safety, residential, mobility, recreational and leisure activities.
Steps to Get Started

• Conducted needs assessment.

• Initial results indicated 15% of students enrolled in Special Education with only a 15% placement rate.

• Develop Transition Matrix According to Exceptionality.

Example

<table>
<thead>
<tr>
<th>Transition Matrix</th>
<th>Learning Support</th>
<th>Emotional Support</th>
<th>Physical Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Needs</td>
<td>Teacher Support</td>
<td>Support Staff</td>
<td>Special Ed.</td>
</tr>
<tr>
<td>Academic Needs</td>
<td>Special Needs</td>
<td>Support Staff</td>
<td>Instructional</td>
</tr>
<tr>
<td>Occupational Needs</td>
<td>Special Needs</td>
<td>Support Staff</td>
<td>Functional</td>
</tr>
<tr>
<td>Emotional Needs</td>
<td>Special Needs</td>
<td>Support Staff</td>
<td>Adaptive</td>
</tr>
<tr>
<td>Social Needs</td>
<td>Special Needs</td>
<td>Support Staff</td>
<td>Equipment</td>
</tr>
</tbody>
</table>

Steps (continuation)

• Explore Opportunities
• Continue Networking and Collaborating
• Form work groups to address areas of concern
• Develop inter-agency agreements
• Conduct post graduation surveys
• Transition Is A Work In Progress

Accomplishments

• Developed Transition Matrix to drive transition process
• Marketed various stakeholders
• Received approval, buy in from School Districts, County MH/ID, Office of Vocational Rehabilitation, Blindness and Visual Services, IU8, Greater Altoona Career and Technology Center (GACTC), Skills Group Inc., ARC, North Star Support Services, and other adult service providers

Accomplishments (continued)

• Developed “Memorandum of Understanding” and Interagency Agreements
• Collaborated with GACTC in program development. Representative member of Perkins Funding review board
• Collaborated with Career Link and developed Summer Employment Programs for Special Education Students
Accomplishments (continued)

• Collaboration with OVR- Job Coaching, College Exploration Course at the GACTC
• Received recognition from the Department of Education and the Governor’s Office for efforts to improve the quality of life for students with disabilities
• Received the “Everyday Lives Vision to Reality Award”

What’s Next? (continued)

• More transition events for families and transition kids and projects for the group
• Offer opportunities for Increase knowledge on post-secondary education
• Indicator 13, 14
• Develop workshops where parents develop action plans, i.e., 1-page planner, electronic resume/portfolio, etc
• Explore ways of funding maintaining web site
• Establish creative, outside-the-box ways to deliver information, trainings and application to programs/services

Contact Information

Steve Lawson
North Star Services
Support Coordinator
814-946-3657 (ext. 117)
slawson@northstarss.org

Allegheny County / City of Pittsburgh Transition Coordinating Council

Services 43 school districts and private schools in Allegheny County
Collaborative effort between educators, agencies and parents to promote effective transition for students with disabilities from school to adult life

Presenter: Crystal Evans
Allegheny County / City of Pittsburgh Transition Coordinating Council

**HISTORY**
- July 1989 – A Memorandum of Understanding (MOU) was entered into by and between the PA Dept. of Education, the Dept. of Labor and Industry and the Dept. of Public Welfare
- April 1994 – Current LTCC was formed in an effort to promote effective transition for the students with disabilities from school to adult life and to identify the best ways to meet the needs of these individuals in their local communities

Allegheny County / City of Pittsburgh Transition Coordinating Council

**MEMBERSHIP**
- **Over 200 members** comprised of the following:
  - Transition Coordinators
  - Educators
  - Office of Vocational Rehabilitation
  - Office of Behavioral Health
  - Employment Providers
  - Post-Secondary Education Providers
  - Parents
  - Other Agency Representatives

Allegheny County / City of Pittsburgh Transition Coordinating Council

**GOALS**
- Establish local coordination of transition services and resources
- Identify local community issues and suggest possible resolutions
- Work toward achieving the student and system outcomes as defined by the State Transition Coordinating Council
- Discover and implement innovative and improved ways of providing transition services

Allegheny County / City of Pittsburgh Transition Coordinating Council

**MEETINGS**
- Planning Meetings:
  - Bi-monthly meetings (July, October, December, February & April)
  - By invitation only
  - Please email Erin Grimm/IU3 Erin.Grimm@aiu3.net or Crystal Evans/IU2 cevans1@pghboe.net if you have an interest in joining the planning committee

Allegheny County / City of Pittsburgh Transition Coordinating Council

**MEMBERSHIP COMMITTEE**
- Established by the Council to review and recommend candidates for on-going membership
- Four elected positions
  - (2) Co-Chair & (2) Co-Chair Elect
  - Co-Chair Elect serves one year term prior to one year as Co-Chair
- Nominations submitted by committee member(s)
- Nominees submit a short bio and present to committee
- Elections are held and new Co-Chairs are announced during March or May meeting each year

Allegheny County / City of Pittsburgh Transition Coordinating Council

**MEETINGS Cont’d**
- Meeting agendas are developed based on input from committee members each year
- Examples include:
  - Transition-related presentations (WIOA, waiver funding, OVR, transportation options, community-based work experiences, transition assessment, Indicator 13, Autism services, Mental Health services, post-secondary training, parent engagement, self-advocacy/self-determination, etc.)
  - Training/Employment Agency Fair
  - Transition Assessment Workshops
  - Mock Interview Events
  - Job Fairs
  - “Rounders” at end of each meeting
Allegheny County / City of Pittsburgh Transition Coordinating Council

SOCIAL MEDIA

- Wiki site developed in 2011 (no longer functioning)
- New website introduced in 2015: https://sites.google.com/a/mtlsd.net/tcc1/
- Website allows access to meeting materials and resources to all TCC meeting attendees
- Information can also be found on PA Secondary Transition website at: www.secondarytransition.org/

Allegheny County / City of Pittsburgh Transition Coordinating Council – Contact Information

For more information or to be added to the email distribution, please contact:

Dr. Erin Grimm
Training and Consultation Coordinator
Allegheny Intermediate Unit - IU 3
(412) 394-4962
Erin.Grimm@aiu3.net

Ms. Crystal Evans
Transition Coordinator
Pittsburgh Public Schools - IU 2
(412) 529-3143
c Evans.1@pghboe.net

Context Needed: Continual Learning from One Another

What is the context to make it happen? Not through happenstance!

Presenter: Dr. Joan Kester

Strategies to Build and Sustain Local Transition Collaboration

Building and Sustaining Your Collaboration

Based upon research, these factors facilitate collaboration through communities of practice:
- Participation & Engagement
- Vision & Action
- Knowledge & Learning
- Processes & Structures
- Resource Allocation

Participation & Engagement

- Identify current teams where you can expand/connect your work. Connect the dots to work smarter.
- Connect a core group of people to convene the work, maintain momentum, and facilitate communication.
- Share leadership!
- Identify potential community members (everyone who may share the passion) – keep an open door policy!
- Ask who could be invited to contribute to your work.
Participation & Engagement: Communication & Relationships

- Set meeting schedule in advance.
- Facilitate communication among community – meeting sign-in sheets, updated roster.
- Use communication tools such as list serves, collaborative workspaces, social media, free conference call service (e.g. https://www.freeconference.com/).
- Allow time for networking so that members have an opportunity to build relationships.

Shared Vision & Action: Use of Appreciative Inquiry

Use the appreciate inquiry process to develop shared vision and action plans! It is a process, philosophy, and life practice grounded in research demonstrating that focusing on what’s working and aspirations for the future achieves more and does it faster and more sustainably than solving problems.

- AI Resources: https://appreciativeinquiry.case.edu/intro/whatishai.cfm

Problem Solving AND Appreciative Inquiry

**Deficit Thinking**
- “Felt need” & identification of problem
- Analysis of causes
- Analysis of possible solutions
- Action planning
- Assumes: Organization is a problem to be solved
- Back Door – what’s in the way of what we want?

**Possibility Thinking**
- Appreciate & value the best of What Is
- Envision: What Might Be
- Dialogue: What Should Be
- Innovate: What Will Be
- Assumes: Organization is mystery to be discovered
- Front Door – what is it we ultimately want?

Shared Vision & Action: 4 D’s of Appreciative Inquiry

- **Discover**
  - “What gives life?” (The best of what is) Appreciating
  - **Destiny**
  - How to empower, learn and adjust/improvise?
  - **Dream**
  - “What might be!” (What is the world calling for)
  - Envisioning Results
  - **Design**
  - “What should be—the ideal!” Co-constructing

Question: Who could be invited to contribute to your work?
Knowledge & Learning

- Transition is a complex landscape – you can count on change, thus the need to continually learn and adapt.
- Maintain learning and networking opportunities on the standing agenda!
- Build shared language and knowledge base to improve transition practices.
- Learn by inviting others into your work.
- Learn through data to identify needs of youth and to drive agenda and shared work.

Processes & Structures

- Schedule meetings well in advance.
- Consider developing bylaws to address structures and process such as rotating leadership, committee structure, etc.
- Establish committees – this is where the work can happen! Committees focus on shared transition practices (projects, products, and activities) based upon needs of students and the community.

Resource Allocation

- Start with students' needs!
- Don't wait for money – this can stall out your efforts!
- Establish a fiduciary agent which aligns with your mission and values and negotiate an agreement.
- Capitalize on funding opportunities. Ensure accountability for deliverables. Collect data to demonstrate impact – helps with future funding applications.

Communities of Practice: Outcomes!

- Moving from information sharing to shared transition practices!
- Set easy target or project first – early wins help!
- Work collectively to create products or resources, activities for students/families, and projects to improve transition practices!

Building and Sustaining Your Collaboration

RECAP: Based upon research, these factors facilitate collaboration through communities of practice:
- Participation & Engagement
- Vision & Action
- Knowledge & Learning
- Processes & Structures
- Resource Allocation

Contact Information

Joan Kester, Assistant Professor of Special Education & Disability Studies
George Washington University
jkester@gwu.edu

Check out our online transition certificate and master's programs!
http://gsehd.gwu.edu/programs/masters-secondary-special-education-and-transition-services
Additional Resources

Carbon Lehigh Transition Coordinating Council

Presenter: Wendy Smith

About Us

About Us

The Carbon Lehigh Transition Coordinating Council (CLTCC) is dedicated to facilitating a smooth transition for students with disabilities from school to adult life. CLTCC is committed to providing comprehensive services for students transitioning from school to the workforce. The local TCCC documents transition information, provides training for students, parents, educators, and service providers on transition issues, and develops and maintains local transition interagency agreements.

The CLTCC was founded in 2008 and is an independent, nonprofit organization. The CLTCC is funded by a variety of sources, including federal, state, and local grants, as well as through contributions from businesses and individuals.

Who is the CLTCC?

The CLTCC is a collaborative group of local agencies, schools, and organizations that work together to support students with disabilities as they transition from school to the workforce.

What are the roles of the CLTCC?

The CLTCC has several key roles:

1. Coordination: The CLTCC coordinates transition services for students with disabilities.
2. Education: The CLTCC provides education and training to students and educators on transition issues.
3. Advocacy: The CLTCC advocates for the rights of students with disabilities and their families.

What are the benefits of joining the CLTCC?

Joining the CLTCC offers several benefits, including:

1. Increased awareness of transition issues among educators and service providers.
2. Improved coordination of transition services.
3. Collaboration and support among local agencies and organizations.

Why should I join the CLTCC?

Joining the CLTCC is a great way to support students with disabilities as they transition from school to the workforce. By becoming a member, you can help to ensure that all students have access to the support they need to succeed.

To become a member, please contact the CLTCC at 555-5555 for more information.

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Barriers/Solutions/Takeaways

(Reported from LTCCs across the state)

Presenter: Dr. Deborah Evans

Contact Information

Wendy Smith
Carbon Lehigh Intermediate Unit
Training and Consultation Staff
610-769-4111 (ext. 1096)
smithw@cliu.org

Common BARRIERS:

• Multiple demands on time
• Inconsistent attendance (district and agency)
• Lack of monetary resources (no council budgets, stipends/release time for participants)
• Conflicting priorities/commitments
• Information overload; “trickle down” uncertainty
• Making meetings practical, productive and useful for both district and agencies
  (making it worth their time to attend)

BARRIERS (continued)

• Creating/figuring out the vision, mission and purpose for our LTCC
• Following through on projects and time barriers
• Roles and responsibilities not always shared
• District transition coordinators stretched to do more than time will allow (eg: class loads)
• More parent participation
• More student participation
  (limitations on being excused from school &/or work to attend)

BARRIERS (continued)

• Relying on districts to get information to parents
• Inability of participants to attend beyond meetings
• Travel time to attend meetings
• Limited time to devote to council activities outside the school day
• Offering events that encourage people to attend
• Constant turnover of agency staff
• Schedule conflicts if coordinating large regions
• Semantics: “talking different languages” (eg: TERMS)

SOLUTIONS:

• Suggested guidelines from State Leadership for how LTCCs should function:
  – Clear expectations & standards for LTCCs
  – What should we be doing? What changes should we be working toward? What models available for improvement? What technical assistance is available?
• Provide a series of formats for LTCCs to consider
• Assistance with developing and sustaining LTCCs website information
• Strategies for helping LTCC members become more involved and to facilitate meetings (Cross –Systems)
SOLUTIONS: (more ideas)

• Utilize Survey Monkey to determine LTCC members goals & interest in planning
• Utilize Wiggio to post reference information and provide updates & review time to demonstrate during the meeting on a regular basis
• Create a network (or informational site) to access for continual input on what other LTCCs are doing

What is effective? What’s not? What topics & resources of interest are being discussed?

SOLUTIONS: (more ideas)

• Better management of cross systems terminology
• Clearinghouse of materials to support LTCCs such as: sample agendas, brochures, event flyers etc.
• Welcome packets for new members joining transition council (containing a list of activities, member directory, terminology etc.)
• “Crash Course for New Coordinators”
• More knowledge about agencies who support transition

“TAKE- AWAYS”:

✓ Collaboration is the Key; Coordination is the Goal
✓ Ideas to sustain growth when leadership changes
✓ Build-in valuable networking time during meetings
✓ Shared decision-making builds LTCC strength
✓ Continual efforts to maintain common language, respect and shared culture of collaboration

Contact Information

Dr. Deborah Evans
Transition Support Consultant
Capital Area Intermediate Unit #15
(717)732-8400, x 8542
devans@caiu.org

Established 1993
CAPITAL AREA REGIONAL TRANSITION COUNCIL (CART)
Collaborative Partnership of Educators, Agencies, Families & Employers
From Cumberland, Dauphin, Perry & Northern York Counties

2015-16 – COP Webinar Series

• April 13, 2016 – (9:00 am – 11:00 am) Integrated Youth Development and Youth Leadership

• April 27, 2016 – (9:00 am – 11:00 am) Assistive Technology for Youth with Complex Needs
Thank you for joining us on today’s webinar.

Please join us for the remaining webinar sessions in this series.

Contact Information

Paula Schmitt
pschmitt@pattan.net
412-826-6858

Michael Stoehr
mstoehr@pattan.net
412-826-6864

www.pattan.net

Commonwealth of Pennsylvania
Tom Wolf, Governor